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ABSTRACT

This document features the proceedings of a 3-day workshop which highlighted a 12-month project focusing on educational personnel who work with the handicapped. The document contains four major addresses: "An Overview of the Expanding Federal Commitments to Vocational Education and Employment of Handicapped Individuals" by William Halloran; "Barriers to Employment of the Handicapped: Implications of New Legislation" by Clayton B. Boyd; "Inter-Agency Cooperation and Planning" by Richard Macer; and "Humanizing Education for the Disadvantaged and the Handicapped" by Ruth Diggs. Four workshop presentations are also included: Vocational Training for Special Needs Persons: The Community Survey Component; Task Analysis; Vocational Assessment of Handicapped Individuals; and Criteria and Approaches for Job Placement and Employment. Appendixes include the workshop program, evaluation, and invitation letter and a list of participants. (LMS)

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WORKSHOP ON THE DEVELOPMENT OF EDUCATIONAL PERSONNEL TO MEET THE EMPLOYMENT AND JOB PLACEMENT NEEDS OF HANDICAPPED PERSONS

January 13-15, 1977
Donaldson Brown Center for Continuing Education
Blacksburg, Virginia

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Finally, we wish to thank especially those vocational teachers, special education teachers, local supervisors of special education, local directors of vocational education, principals, work-study coordinators, vocational rehabilitation counselors, community college teachers, and other educational personnel whose enthusiastic willingness to participate and commitment to handicapped persons in Virginia made this statewide effort in bringing vocational educators, special educators, vocational rehabilitation counselors, and community college teachers together for the purpose of engaging in dialogue about how to effectively deliver vocational education to the handicapped a great success.

--N. Alan Sheppard
March, 1977

WORKSHOP OVERVIEW AND INTRODUCTION

N. Alan Sheppard
Project Director

In order for the handicapped to achieve their maximum potential and become contributing members of society, they must be prepared through education and training for the world of work. This training must begin at an early age and continue through to successful employment. Successful employment, for many handicapped persons will occur only if they have had an opportunity for vocational training. This training must consist of an on-going sequence of specific skills development. This development necessitates the cooperative efforts of all agencies charged with their education and training. It is important that these agencies plan together toward the fulfillment of this goal to assure that there is indeed a delivery system of vocational education for the handicapped. Several groups that are currently in a unique position to improve vocational programs and tap community resources are Vocational Education, Vocational Rehabilitation, Special Education and Community College Education.

Virginia Polytechnic Institute and State University's Division of Vocational and Technical Education was extremely delighted in convening the three-day workshop which highlighted a twelve-month project focusing on educational personnel who work with the handicapped. The purpose of the project was to facilitate a cooperative team approach to vocational education by local personnel responsible for occupational education, job training or providing work experience for the handicapped.

A team of four persons (representing Community Colleges, Vocational Rehabilitation, and vocational and special education) was identified in twelve school divisions. These teams were invited to attend the three-day workshop. The workshop was planned and designed to assist these twelve teams in acquiring the skills and knowledge to study the vocational success of handicapped graduates in their respective school divisions, their opportunities for employment, the vocational training available and the vocational needs of the handicapped in the twelve school divisions represented. In addition, each team will prepare a plan for meeting the vocational education needs of the handicapped in their area; hence, the workshop agenda was structured to achieve this objective.

In addition to the team members selected, individuals from across the state from special education, vocational education, vocational rehabilitation and the community college system were invited to attend. The quality presentations by the workshop consultants contributed immensely to the overall program.

The evaluation of the workshop was carried out by having participants respond to: 1) a five-point rating/semantic differential scale, and 2) a series of open-ended questions pertinent to the conduct of the workshop and the extent to which they felt the workshop was of value.

MAJOR ADDRESSES

AN OVERVIEW OF THE EXPANDING FEDERAL COMMITMENTS TO VOCATIONAL EDUCATION AND EMPLOYMENT OF HANDICAPPED INDIVIDUALS

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Within the expanding national concerns for and commitments to education of the handicapped has emerged a concurrent commitment to vocational preparation, placement, and employment of the handicapped. These legislative and regulatory mandates have, like similar Congressional initiatives, resulted from a growing number of societal, constitutional, and legalistic concerns. Among the major concerns which have fostered Congressional action in this area are: high unemployment rates, under-utilization of the handicapped workforce, discriminatory practices in employment of handicapped individuals, lack of appropriate occupational training opportunities, and occupational stereotyping.

This article will briefly discuss several of the existing conditions which call for reform in the nation's job preparation and employment practices relative to the handicapped. A major section will be devoted to an overview of four recent Federal initiatives which provide promise for implementing several of the needed reforms. Finally, the implications for future practice found in each of these initiatives will be discussed.

The Call for Reform in Education and Employment Practices

Probably the most logical and potent rationale for addressing the problems associated with education and employment of the handicapped is economical in nature. Maximization of human capital has been recognized as a critical factor in sustaining the nation's economic growth by a number of economists and educators. Concurrent with the emergence of the human rights movement has been the recognition that a substantial human capital resource, the handicapped, have been overlooked for several years. Because of their deviation from what is considered normal physical appearance or behavior, handicapped individuals tend to be devalued by others, and subsequently, are viewed as being far less capable or competent than is really the case (Gold, 1976).

It has been noted by Martin (1971) that there are considerable economic liabilities associated with overlooking the school-age handicapped population who are about to enter the workforce.

> Over the next four years, 2.5 million handicapped children will be school leavers either by graduation or the drop-out route. Of that number, less than 1 in 4 will be fully employed or going on to college. Another 40%, that is, one million handicapped young people, will be underemployed. Another 25% of this population will probably require welfare assistance.

> If each of these youngsters is faced with institutionalization as an alternative to public school programming, the cost will be at least $4000 per year. Over a lifetime of 60 years, that is approximately a quarter of a million dollars per student.

General estimates suggest that approximately one of every ten children are handicapped. If society is not prepared to provide an appropriate education that enables these individuals to either successfully enter post-secondary education or the labor force with a marketable set of occupational competencies, we must be prepared to continue accepting the economic burden of supporting millions of potentially employable individuals in institutions and through welfare programs.

A series of problems have plagued the process of employing handicapped individuals. Many employers and union officials have demonstrated less than accepting attitudes toward capable and qualified handicapped applicants. In some states it is difficult for employers to obtain appropriate insurance to cover handicapped workers. Architectural barriers have prevented numerous physically handicapped individuals from entering or functioning in certain places of prospective employment. Stereotyping relative to the capability of individuals with certain handicaps to perform successfully in selected occupations has often influenced managerial decisions relative to hiring, job assignment, and promotion. Also, management has often been hesitant to redesign or modify occupational tasks to accomodate individuals with handicaps, even though this practice has been demonstrated as cost-efficient and cost-effective in many work environments.

According to the Census, there are nearly 12 million employable handicapped individuals between the ages of 16 and 64. However, it is important to note that in many occupational fields employers have not been provided with an overabundant supply of potential handicapped employees (President's Committee on Employment of the Handicapped, 1976). This accurately suggests that there have been a number of problems in the process of providing appropriate vocational education experiences for handicapped students. Among the more significant problems are the following:

- Few handicapped individuals are receiving vocational education in the public schools (GAO, 1976)

- Vocational educators generally lack training in dealing with the handicapped (GAO, 1976)

- Because handicapped students have encountered problems in competing with nonhandicapped students in regular vocational classes, their opportunities to obtain training have often been restricted to sheltered workshops, separate programs, or institutions. In such programs, the range of occupational training experiences offered is usually limited (Olympus Research Corporation, 1975).

- States have provided only minimal matching funding for vocational education for the handicapped. In 1973, 14 states did not spend the 10% of their Federal vocational education funds for education of the handicapped as required by the Vocational Education Amendments of 1968 (GAO, 1974).

- There has been an absence of cooperative planning on the part of vocational and special education personnel at both the state and local levels (Geer, 1975).

This is but a brief overview of the major problems associated with vocational education and employment of the handicapped. Numerous other complex issues such as the influences of high unemployment rates and reduced funds for rehabilitation services have not been discussed, but certainly have an impact upon the existing problems.

Recent Federal Initiatives

In response to the aforementioned concerns relative to education and employment of the handicapped, several legislative initiatives have been enacted by the U.S. Congress in the last two years. Four of these initiatives which contain specific implications for school and rehabilitation personnel will be outlined here.

P.L. 94-142: The Education for All Handicapped Children Act of 1975. This sweeping legislation is essentially a national mandatory special education law charging state and local education agencies with the responsibility of providing a free and appropriate public education for all handicapped children ages 3-21. Numerous procedural safeguards such as the following are guaranteed: due process procedures; all education and training to be provided through individual educational plans; all education and training to be provided in the least restrictive environment for the individual; use of nondiscriminatory testing and evaluation procedures; and assuring confidentiality of information. The broad implications of the law have been outlined in a variety of recent publications (Irvin, 1976; Phelps and Halloran, 1976; Goodman, 1976).

P.L. 94-142 contains several specific provisions which will directly effect vocational education of the handicapped. First, in their annual program plans submitted to the U.S. Office of Education, States must insure that funds received under the Vocational Education Amendments of 1976 are used in a manner consistent with the goal of providing a free and appropriate public education. Since "appropriate education" is defined to include individual educational plans (IEP), handicapped students enrolled in regular, as well as special vocational schools or classes, will have IEP's. Second, under the full educational opportunity goal, the legislation specifically states that:

> . . . State and local educational agencies shall take steps to insure that handicapped children have available to them the variety of programs and services available to nonhandicapped children, including . . . industrial arts, home economics, and vocational education.

Third, the IEP's to be developed " . . . must include a statement of the child's present level of educational performance, including academic achievement, . . . prevocational and vocational skills." If a determination is made that the learner is deficient in these skills and is in need of remediation, specific short-range instructional objectives, time lines, and a measurable criteria for evaluation in each skill area are to be included in the IEP. To

facilitate the implementation of these provisions in vocational preparation programs, comprehensive in-service and pre-service training programs are to be outlined by state and local educational agencies. Based on these plans, funds to provide in-service training, follow-up technical assistance, and current information on research and new knowledge relative to serving the handicapped will be available to special education personnel, as well as regular educators, vocational educators, career guidance counselors, work-study coordinators, and job placement personnel.

Section 503 of the Rehabilitation Act of 1973. Although many businesses and industries have hired handicapped individuals in the past, many employers or businesses have systematically or unconsciously excluded the handicapped. Some exclusion has resulted from the existence of architectural barriers while, in other instances, exclusion has resulted from attitudinal barriers. Employers have also noted that in many communities they cannot find qualified, trained handicapped individuals. Section 503 is intended to eliminate many of the barriers associated with hiring, promotion, and retention of handicapped individuals.

Section 503 is focused on employers with federal contracts of more than $2,500. It states that employers with such contracts must take affirmative action to hire handicapped people. In addition to hiring practices, the affirmative action plan must also address practices related to job assignments, promotion, training, accessibility, working conditions, and termination. Section 503 covers all levels of employment including management and executive positions.

"Accomodation" of handicapped individuals in employment practices is the key enforcement consideration. There are not timelines or quotas established which would force employers to immediately recruit or employ the handicapped. The regulation requires the employer to make "reasonable accomodations" for all handicapped individuals interested in employment. "Reasonable accomodation" is determined by a review of the employer's affirmative action program. Such outreach practices as the following must be reflected in the affirmative action plan.

- Recruitment at schools for handicapped students -- state schools for the blind, deaf, mentally handicapped, and physically handicapped.

- Use of all recruiting sources, such as state employment services, vocational rehabilitation, sheltered workshops, state education agencies, college placement offices, organizations of and for handicapped persons, etc.

- Obtainment of advice on placement, accomodations, recruitment, and training from handicapped organizations, vocational rehabilitation, voluntary health organizations, etc.

- Efforts to build acceptance of handicapped employees by managers, supervisors, and all employees through internal communications.

- Periodic review of employment records of handicapped persons to determine whether their full abilities are being utilized.

- Participation in career days, work-study programs, and other efforts to facilitate community awareness of the intent to hire handicapped individuals.

It should be pointed out that not all handicapped individuals are covered. A potential handicapped employee must be "qualified," and capable of performing a job with "reasonable accomodation" to his handicap. The enforcement procedure can be initiated by individuals with documented handicapping conditions filing a written complaint with the Office of Federal Contract Compliance of the Department of Labor if they feel they have been discriminated against on the basis of their handicap.

Finally, contractor cannot fulfill their obligations by simply subcontracting with sheltered workshops. Sheltered workshops can be considered as part of a positive affirmative action program if the workshop is involved in training handicapped workers who will be employed directly by the company once the training is completed.

Section 504 of the Rehabilitation Act of 1973. This set of regulations, when finalized, will prohibit discrimination on the basis of handicap in any program or activity receiving Federal financial assistance. Although this specific section prohibits discrimination in the use of U.S. Department of Health, Education, and Welfare funds, Executive Order 11914, issued in April, 1976, mandates that nondiscriminatory practices be implemented government-wide. The Office of Civil Rights, which is charged with the regulatory responsibility for Section 504, has been directed to issue general standards and procedures for other governmental agencies to follow.

Section 503, which was discussed earlier, requires employers with Federal contracts to have affirmative action practices to employ and advance the handicapped. Section 504 calls for similar, but expanded nondiscriminatory practices for all grant programs or activities financed totally, or in part, by Federal funds.

The proposed rules and regulations, which were published in July, 1976, and should be finalized in the Spring, contain six major sections. Subpart A outlines the purpose, intent, definitions, and specific discriminatory practices that are prohibited. The basic provision states that:

> No qualified handicapped persons shall, on the basis of handicap, be excluded from participation in, or be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.

Among the discriminatory actions which are prohibited are the following:

- Denying handicapped individuals the opportunity to participate in or benefit from aids, benefits, or services which are not equal to the opportunities afforded others.

- Providing aids, benefits, or services to handicapped individuals which are not as effective as those provided to others.

- Providing different or separate aids, benefits, or services to handicapped individuals unless such an action is necessary to insure the effectiveness of such aids, benefits, or services.

- Selecting locations for facilities which may have the effect of excluding handicapped persons or otherwise denying them benefits or services.

Subpart B reiterates from Section 503 the initiatives which must be taken to recruit, employ, equally compensate, train, and promote handicapped individuals in programs or activities which are supported with Federal funds. Subpart C speaks to the need for barrier-free environments to insure program accessibility. Both existing facilities and new construction must have accessible facilities.

Subpart D addresses Federally supported programs for preschool, elementary, secondary, and adult education. Many of the provisions in this section are identical or similar to the assurances provided in P.L. 94-142, and speak to providing free and appropriate educational programs in the most normal setting feasible.

Subpart E focuses on post-secondary education programs, including post-secondary vocational education programs. Here also, no qualified handicapped student shall be subjected to discrimination on the basis of his/her handicap in recruitment and admission procedures, or programs and/or services in such areas as: occupational training, academic education, research, housing, health, counseling, financial aid, physical education, athletics, recreation, transportation, or other extracurricular activities.

The final section, Subpart F, applies to health, welfare, and other social service programs and activities which receive a benefit from Federal financial assistance. It also assures that eligible, qualified handicapped recipients are not to be discriminated against in the receipt of such services.

P.L. 94-482: Education Amendments of 1976. Title II of this Act represents a new piece of Federal legislation for vocational education programs. Since the 1968 Amendments to the Vocational Education Act of 1963, states have been required to spend at least 10% of the state grant program totalled 43.8 million dollars. The new 1976 Amendments continues the 10% set aside, but now requires 50% matching of state and local funds. Since most states were not equally matching these funds in the past, the total number of dollars available for vocational education for the handicapped will increase considerably.

The Act also requires that a written assurance be provided that the Five-Year and Annual Program Plans submitted by a state be consistent with the state plan for education of the handicapped. As noted in the earlier discussion of P.L. 94-142, it appears that this means that all of the procedural safeguards and assurances from 94-142 will be extended to handicapped learners served under the vocational education legislation. Previously only a limited number

of the students identified as "handicapped" and enrolled in vocational education programs were also identified and served in special education programs. This assurance clause should greatly enhance the consistency of curriculum objectives and individualized instruction efforts between vocational and special educators.

Implications for Future Practice

When new legislation first arrives on the scene, the implications for change are often viewed as complex, monumental in scope, and burdensome. However, advocates for the handicapped view these recent initiatives as assuring the protection of the basic human rights of handicapped individuals. Given the highly prescriptive nature of P.L. 94-142 and Section 504, it becomes quite clear that providing protection against discriminatory practices is, indeed, a complex matter. Striking a balance between protecting the rights of the handicapped and not placing unrealistic mandates for immediate change on employers and schools has taken time and prudence on the part of those agencies responsible for developing rules and regulations.

There remains a number of unclear sections in the laws, as well as several related constitutional questions which will likely have to be resolved in the courts before the full range of implications can be recognized. There are, however, a number of discernible and important implications for the process of vocational education and employment contained in these four Federal initiatives. Among the major implications for future job preparation and employment practices are the following:

- The clear mandate for protection of rights of the handicapped to education and fair treatment in employment calls for significant changes in the existing systems for vocational education, special education, vocational rehabilitation, job placement, and personnel management in business and industry. Several new personnel roles (e.g. hearing officers or handicapped affirmative action specialists) will be created or become more prominent. To effectively serve the handicapped in the future, all of these systems must provide services in a manner which is accomodating to the individual's handicap and at the same time does not restrict the individual's constitutional right to receive such services in the least restrictive environment.

- The range of individual differences in students in regular school programs will be expanded as will the diversity of individuals in the nation's workforce. A general attitude of acceptance, as well as organized programs of awareness and public information, and in-service education will be critical to successful implementation of the intent of the Congress.

- There currently is, and there will continue to be, a significant need for pre-service and in-service education of all personnel in the job preparation and placement process. To address this need, the Bureau of Education for the Handicapped is currently spending 5-6% (approximately $2.5 million) of its annual $40 million budget

for personnel preparation on the in-service and pre-service education of personnel to provide vocational and career education for the handicapped. Planned and effective training of special educators, as well as vocational educators, work-study coordinators, career guidance counselors, and job placement specialists is clearly mandated in P.L. 94-142.

- Increased cooperation between schools and business and industry is also imperative. Such cooperation is essential for insuring that an appropriate supply of handicapped individuals, who are trained and competent in needed occupations, is reached and sustained. Expanded work-study programs which provide handicapped learners with a broad range of part-time occupational experiences in local businesses and industries while still attending school could greatly facilitate communication between employers and school personnel. Vocational education advisory committees, which are composed of local businessmen, must begin to review more closely the needs of handicapped students enrolled in vocational education programs.

Public Involvement is Essential

As noted earlier, the final rules and regulations for three of the four legislative initiatives have not been published. By law, suggestions and comments from the public are solicited to aid in preparation of the final regulations. The proposed rules and regulations for the new Vocational Education Act (P.L. 94-482) will be published in the Federal Register in mid-March. A 60-day public comment period will then follow. Advocates for vocational education should review and react to the proposed regulations by submission of written comments or testimony at public hearings which will be held at various locations around the nation.

The comment period for the proposed regulations for P.L. 94-142 closed on March 1, 1977, and the final regulations are scheduled to be published in May. The public comment period for the proposed regulations for Section 504 has also closed, but numerous substantive issues and questions have delayed the process of preparing the final regulations. Because of the highly prescriptive nature of these provisions, and the problems which state and local education agencies may encounter in implementing these mandates, the Department of Health, Education, and Welfare has attempted to formulate only minimal regulations. In the future as need and experience dictate, action will be taken to amend or revise the regulations (Federal Register, December 30, 1976).

Copies of the proposed or final regulations for P.L. 94-142, P.L. 94-482, and Section 504 can be obtained by writing the: Division of Assistance to States, Bureau of Education for the Handicapped, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. A layman's "Pocketguide for Affirmative Action to Employ the Handicapped" (Section 503), and a copy of the final rules and regulations for Section 503 can be obtained free of charge by writing: The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

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BARRIERS TO EMPLOYMENT OF THE HANDICAPPED:

IMPLICATIONS OF NEW LEGISLATION

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U.S. Civil Service Commission
Washington, D. C.

I wish to thank the planners of this workshop on the Development of Educational Personnel to Meet the Employment and Job Placement Needs of Handicapped Persons, for this opportunity to meet with you today and discuss Barriers to the Employment of Handicapped Persons in our Society and the implications of some recent legislation that will hopefully lead to the removal of these barriers.

Let us begin by identifying some of the barriers.

Architectural barriers and their removal has been an agenda topic on virtually every other conference or workshop that I have attended since entering the field of vocational rehabilitation in 1963. I doubt that much more needs to be said here today, except that it is continuing to be a concern because there are still many places of employment where it would be impossible for many handicapped persons to work because there are no accessible entrances into the building, or building design prevents accessibility to the worksite and restroom facilities.

Transportation barriers have also been given a lot of publicity in recent years. Public transportation is generally not accessible to handicapped persons with severe mobility problems. Private means of transportation such as taxi cabs or some of the small transit companies that provide transportation services for handicapped persons are generally too costly for most handicapped persons to afford on a daily basis. Even for those handicapped persons who are able to operate their own automobiles, parking facilities near enough to their place of employment are difficult to obtain in larger metropolitan areas.

Procedural Barriers is a term that the Interagency Committee on Handicapped Employees (ICHE), began using to describe a number of barriers that agencies or companies seem to create for handicapped individuals by following established employment practices and procedures. Pre-employment testing requirements that make no provisions for blind, deaf, or orthopedically impaired applicants are an example of what we include in this category. Also, medical qualification standards that are not necessarily related to the actual physical demands of the job are included. Some companies, often backed by union agreements, will hire persons only in entry occupations, the physical demands of which would rule out many handicapped persons. Less physically demanding jobs in which a handicapped person could function, are being filled from within. This practice would be seen as a procedural barrier.

Communication barriers also prevent qualified handicapped persons from becoming employed. Recently I sat in a meeting, sponsored by the White House Conference on Handicapped Individuals, that brought together representatives of Government, industry, rehabilitation, and consumer organizations to discuss the employment needs of handicapped persons. I heard rehabilitation workers and representatives of consumer organizations talking about the large number of qualified handicapped persons that they represent who cannot find employment. Also heard were both public and private employers saying that they had jobs, but could not find qualified handicapped persons to fill them. Why do we have this problem? There is too little communication on a regular basis among employers, rehabilitation workers, placement specialists, and consumer organizations. Employer recruitment efforts are not reaching sources of qualified handicapped persons and rehabilitation workers are preparing their clients to enter into fields where there is often very little demand.

Communication barriers have special significance to persons who are handicapped by a loss of vision or hearing. Blind, deaf, and often speech impaired persons who are fully capable of functioning on the job are often not able to obtain or continue in employment because of their communication handicap. Employment interviews, orientation programs, adequate supervision, in-service training, etc., may become major barriers to employment for the person with a communication handicap.

Economic barriers may also be listed. The job market is tight, and handicapped persons are definitely affected.

So far, we have listed five categories of barriers that impede the employability of handicapped persons in our society. The next category is viewed by many, including the Interagency Committee on Handicapped Employees, as being the most formidable, and it helps to explain why the other five barriers still exist. For you see, we do know how to remove architectural and transportation barriers. Certainly a country that in less than 10 years is able to develop the technology to put a man on the moon is able to design buildings free of architectural barriers and design public transportation systems that are accessible to all of its citizens including those with physical handicaps. Also, we certainly have the ability to develop employment procedures that do not discriminate against qualified handicapped persons and it is not because we do not know how to communicate that we cannot match qualified handicapped persons with job vacancies. And we all know that there are methods to overcome communication barriers for the communication impaired through the use of interpreters, readers, sign language classes, transcribing the written words into braille or cassette tapes and oral instructions into written instructions. Qualified handicapped persons should not find it any more difficult to secure employment than others in a tight job market, but they do.

Unless we can overcome the sixth category of barriers -- those that are attitudinal -- we cannot hope to improve the employability of handicapped persons much beyond what has been done up to this time.

The Interagency Committee established a work group to study attitudinal barriers and develop recommendations that would lead to their removal and, thus, improve the employment potential of handicapped persons. In its report

to the Committee, the work group outlined 10 attitudinal problems that they felt most significantly impaired the employability of handicapped persons. Let me share them with you.

Apathy

Negative attitudes toward individuals with disabilities may be based on misconception or incorrect information. However, because of a lack of information, many people are totally unaware of the problems of many handicapped citizens, and therefore, the prevailing public attitude is one of indifference. Also, employers' primary interests are finding qualified persons to fill their vacancies with the least amount of effort. With the way the job market is today, they do not need to be bothered with the extra effort required to learn that a person with a disability may be fully capable of becoming a good employee.

Paternalism

Paternalism is the result of an attitude that disabled people are not really capable of taking care of themselves. It is reflected in the lack of handicapped individuals being involved at the policymaking levels in programs promoting the employment of handicapped individuals. At a lower level of management, it is reflected in an attitude in supervisors that they do not have the time needed to care for the special needs of a handicapped employee.

Although it is recognized that many positive actions have been taken over the last 60 years under the influence of paternalism, it has the insidious effect of denying dignity to its recipients -- and without dignity, disabled persons will never do for themselves, stand on equal footing, and finally, determine for themselves what they will do with their lives. Also, when paternalism exists at policymaking levels it reinforces the attitude in others that disabled individuals are incapable of taking care of themselves.

Focus on Disability

Have you ever noticed that peoples' disabilities are generally seen as being their most outstanding characteristic? How many times have you heard someone identify another person by refering to the disability? "What's that blind girl's name?" "Is John the guy in the wheelchair?" I'm not necessarily saying that this is wrong, but it is unfortunate when employers get so hung-up on persons' disabilities that they cannot effectively evaluate their abilities. This often happens to handicapped people when they apply for a job.

The rules of the personnel game are changed completely when a person with a disability walks into the personnel office for an interview. Instead of finding out what a person is able to do most, employers begin thinking of what the applicant is unable to do.

Fear of Persons with Handicaps

I would like to share with you a short passage that appeared in the January 1976, issue of Performance magazine:

> "Your palms sweat. Your face feels tight. You smile and nod agreeably, trying hard to look interested in the conversation, but you'd really rather be somewhere else. The occasion could be a job interview, a particularly disastrous blind date -- or perhaps you're talking to an amputee, a paraplegic or a victim of cerebral palsy. Dartmouth psychologist Robert Kleck has been studying meetings between handicapped and non-handicapped individuals for 10 years, uncovering a wide gap between what most people report about the contact and their true feelings. They say, 'I liked that person. I enjoyed interacting with him.' But their bodies tell a different story. Physiological readings indicate high anxiety, and nonverbal behavior -- eye contact, gestures, body movements -- suggest avoidance and rejection."

Fear of persons with handicaps is probably one of the most common attitudes that prevents individuals with disabilities from reaching their employment potential. Fear of someone who is different is a natural phenomenon and it may be little wonder, although not justified, that a personnel officer or supervisor hesitates to hire a person whose mere presence makes him or her feel uncomfortable.

It is interesting to note that the Interagency Committee on Handicapped Employees (ICHE), in interviewing disabled persons, found that handicapped persons themselves were uncomfortable around persons with disabilities unlike their own.

Curiosity

Curiosity as an attitude may be closely related to fear. While curiosity is recognized as a normal phenomenon, and may even be a positive attitude if it leads to a greater understanding of an individual, it can result in many false hopes for handicapped persons seeking employment. Handicapped individuals interviewed by the (ICHE) related experiences of going to job interviews where admittedly the employer was just curious about the person's disability and did not have any real intention of offering a position. Not only were the job seekers humiliated by the experience, but time and effort were wasted in the already time consuming effort of seeking employment.

Stereotyping

An attitude prevails that people with certain disabilities are better at particular jobs. The idea that blind people are naturally musical and deaf people make good printers is as ridiculous as other stereotypes applied to racial and ethnic minorities.

When many disabled persons apply for a job they are not considered to have the same employment potential as other members in the workforce with the same training and qualifications, but with any other employee with a similar disability. Consequently, if a typing pool had a blind person employed, the next blind person applying for a job was first asked if he or she could type. Since any job would have been welcome, and fair consideration based on qualifications was not a matter of routine, the blind applicant accepted an offer to type and thereby strengthened the hiring official's belief that blind persons should be typists.

While stereotyping has resulted in some agencies hiring a large number of individuals with certain disabilities, it often locks them into dead end jobs. Placement efforts must begin with the qualifications that an applicant brings to the interview not with the job classification previously identified as fitting the disability.

Fear of Change

It is apparent that many employers and supervisors feel that bringing a handicapped person into an office will disrupt office routine and lessen the overall office efficiency or productivity. In spite of the physical requirements of the job, if there has never been a handicapped individual working in the position, there is a tendency to feel that the position requires an able-bodied person. Or, if a person with a physical or mental disability cannot accomplish a task in the same way that his predecessors did, for the last 20 years, it is often assumed that he cannot do it at all or at least cannot do it efficiently. In order to accomodate the needs of some disabled persons, supervisors need to be flexible.

Focus on the "Superstars"

Many handicapped individuals, who are now employed, were able to overcome employer reluctance by accepting a position below that for which they were qualified. Once employed, they excelled in such positions and frequently outperformed their nondisabled peers. Other handicapped persons were able to overcome employer reluctance by their own motivation, self-confidence, and sheer persistence. These personal qualities would likely make individuals superior performers once they became employed. Many employers, when considering hiring handicapped individuals, are looking for such "superstars."

Attitudes Based on Misinformation

It is hard to believe that in this age of communication so many persons can be uninformed about the characteristics of disabilities. However, some of the attitudes revealed by employers and supervisors appear to be due to misinformation. Examples include: an employer who won't hire deaf persons because the positions he has require good reading comprehension; an employer who won't hire the handicapped because most of the jobs he has require the employee to travel; or, an employer who says that he can't consider handicapped applicants because most of his jobs are of a professional nature!

Backlash

Some negative attitudes exist toward the hiring of handicapped individuals because they are identified under a special emphasis program. Some employers and supervisors resent what they feel is pressure to employ the handicapped, racial minorities, women, public offenders, etc., and consciously avoid being put into such a position. Complaints are directed to the extra paperwork required in the hiring process and the questionnaires and reports required for special emphasis programs.

Implications of Recent Legislation

In September of 1973, the President signed into law the Rehabilitation Act of 1973, (Public Law 93-112). Some of the purposes of this new law were to replace the Vocational Rehabilitation Act; extend and revise the authorizations of grants to states for vocational rehabilitation services, with special emphasis on those with the most severe handicaps; and, expand special Federal responsibilities and research and training programs with respect to handicapped individuals. However, the Rehabilitation Act of 1973 went far beyond previous legislation in the area of vocational rehabilitation and addressed issues that would hopefully breakdown some of the barriers that exist to the employment of handicapped persons regardless of whether they are recipients of vocational rehabilitation services or not. These new areas of concern are contained in Title V of the Rehabilitation Act and I would like to share with you their implications:

Section 501 does the following:

- It establishes the Interagency Committee on Handicapped Employees.

- It requires each department, agency, and instrumentality (including the U.S. Postal Service and the Postal Rate Commission in the executive branch to submit to the Civil Service Commission, and to the Committee, an affirmative action program plan for the hiring, placement, and advancement of handicapped individuals within their organization. It specifies that each plan shall be updated annually and approved by the Commission if the Commission determines, after consultation with the Committee, that such plans provide sufficient assurances, procedures, and commitments to provide adequate hiring, placement, and advancement opportunities for handicapped individuals;

- It requires the Civil Service Commission after consultation with the Committee to submit an annual report to the Congress on the achievements of agencies in implementing affirmative action programs within their organization; and,

- It makes it possible for Federal agencies to participate in programs of unpaid work experience for clients of State rehabilitation agencies.

Section 502 of the Act establishes within the Federal Government the Architectural and Transportation Barriers Compliance Board to: ensure compliance with the Architectural Barriers Act of 1968 (Public Law 90-480); investigate and examine alternative approaches to the architectural, transportation, and attitudinal barriers confronting handicapped individuals; and, make appropriate recommendations to the President and Congress for the removal of these barriers. (Public Law 90-480 requires all buildings and facilities constructed using Federal funds to be accessible to physically handicapped individuals).

Section 503 deals with employment of handicapped individuals by Federal contractors. It requires that any government contract, in excess of $2,500, entered into by any Federal department or agency for the procurement of personal property and nonpersonal services (including construction) shall contain a

provision requiring affirmative action by the contractor to recruit, hire, and advance in employment qualified handicapped individuals. Contractors with a contract of 50,000 or more and with 50 or more employees are required to prepare and maintain an affirmative action program at each establishment which sets forth policies, practices, and procedures. Section 503 is administered by the Department of Labor.

Section 504 prohibits discrimination, solely on the basis of handicap, in Federally assisted programs or activities. It includes all programs supported by Federal monies and includes not only employment practices within those programs, but the provision of services such as elementary, secondary, and higher education; a requirement of building accessibility, the provision of health and social services, accessible public transportation, etc. In essence, section 504 includes the entire Federal grant awarding structure.

The language of section 504 is almost identical to the nondiscrimination provisions found in Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972. Like these statutes, section 504 establishes a government-wide policy against discrimination in Federally assisted programs and activities . . . in this case, on the basis of handicap.

Backing up for a few minutes, I would like to explain a little more about the Interagency Committee on Handicapped Employees. The purpose of the Interagency Committee on Handicapped Employees is to provide a focus for Federal and other employment of handicapped individuals and to review, in cooperation with the Civil Service Commission, the adequacy of hiring, placement, and advancement practices with respect to handicapped individuals in the Federal service.

The Committee is comprised of the Chairman of the Civil Service Commission, the Administrator of Veterans' Affairs, the Secretary of Health, Education, and Welfare, the Secretary of Labor, the Secretary of Defense, the Administrator of General Services, and the Chairman of the Federal Communications Commission. The Secretary of Health, Education, and Welfare and the Chairman of the Civil Service Commission serve as co-chairmen of the Committee.

The goals adopted by the ICHE are to provide a focus for increased employment and to assure an equitable, suitable, and functional environment for the employment of handicapped individuals in the Federal service. Objectives related to the implementation of the goals were adopted and include: the identification and the development of recommendations to remove attitudinal, procedural, architectural, communication, and transportation barriers to the employment of handicapped individuals; the development of a system for the collection of data on the employment of handicapped persons in the Federal service; the development of standards for the evaluation of agency affirmative action program plans and achievements in hiring, placing, and advancing handicapped individuals; and the study of methods to maximize the employability of disabled veterans.

The Committee functions through a permanent Standing Committee composed of personnel who provide staff support to the ICHE members. The Standing Committee has established nine work groups to address the ICHE's objectives. These work groups are staffed by representatives from agencies which were identified as having a special interest in the objective assigned to the group. The agency

designees were selected on the basis of their expertise in the subject area to be addressed and arrangements have been made to obtain input from handicapped individuals. For example, the work group established to study attitudinal barriers is comprised of representatives from the President's Committee on Employment of the Handicapped, the President's Committee on Mental Retardation, Civil Service Commission, Veterans Administration, Department of Labor and the Department of Health, Education, and Welfare. The work group members possess backgrounds in the fields of civil rights, equal employment opportunity, public information, vocational rehabilitation, selective placement, and training. Two of the six members are severely disabled. The work group brought in many other persons, including several disabled individuals, to provide consultation.

As of this time, a total of 130 persons have been directly involved in ICHE activities. They represent 23 Federal gaencies (including the President's Committee on Employment of the Handicapped and the President's Committee on Mental Retardation), Gallaudet College, National Association of the Deaf, Disabled American Veterans, and the National Rehabilitation Association. It is estimated that the time devoted by these 130 persons to ICHE activities is over 11,000 staff-hours.

Since appropriations were not made available to the ICHE, all manpower resources have been borrowed from Federal agencies to staff out Committee activities. The Civil Service Commission has allocated 1 1/2 professional staff-years and the necessary clerical support to staff and house the Office of the Secretariat.

To date, the ICHE has adopted six reports submitted by work groups. Also, over 80 recommendations have been adopted that, if implemented, should improve employment opportunities for handicapped individuals and disabled veterans in the Federal government. These recommendations relate to: the evaluation of agency affirmative action program plans and achievements in the employment of handicapped persons and disabled veterans; the removal of attitudinal and procedural barriers; and the establishment of an informational system to collect adequate data on this Federal employment program. Because of the role of the Civil Service Commission in administering the Federal personnel system and monitoring agency affirmative action programs, most of the recommendations have been forwarded to its Chairman for consideration. Several of these recommendations already have been implemented and others are still under study, or in the process of implementation.

Let us now continue our discussion of recent legislation.

In December of 1974, the President signed into law Public Law 93-516, Amendments to the Rehabilitation Act of 1973... Among other provisions, primarily dealing with the extension of authorization for appropriations, P.L. 93-516 provided for the following:

- It defines the term "handicapped individual," for the purposes of Title IV and V of the Rehabilitation Act, as any person who '(a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment."

- It requires each state agency and each facility in receipt of Rehabilitation Act Title I funds to take affirmative action to employ and advance

in employment qualified handicapped individuals on the same terms and conditions as set forth in section 503 of the Rehabilitation Act of 1973.

- It authorizes the President to call a White House Conference on Handicapped Individuals in order to stimulate a national assessment of problems facing individuals with handicaps and to develop recommendations to solve such problems. It mandates that over 50 percent of those individuals involved, in planning and participating in the conference, to be either individuals with handicaps or parents of handicapped children.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, Public Law 93-508, was signed into law on December 3, 1974. Section 402 of the Act requires Federal contractors to take affirmative action in the employment of disabled veterans similar to the requirements of section 503 of the Rehabilitation Act. Section 403 requires each department, agency, and instrumentality in the executive branch to submi. a separate specification of plans for disabled veterans along with their affirmative action plans for handicapped individuals as required by section 501 of the Rehabilitation Act of 1973.

Let us go back for a minute and try to clarify some of the terminology used in some of the legislation just discussed.

Section 504 of the Rehabilitation Act talks about nondiscrimination. This means that a qualified person who applies for employment will not be rejected solely on the basis of handicap. Also, it means that a qualified person applying for service will not be denied such service solely on the basis of handicap. In each case, we have a handicapped person who is takin g positive action and an organization that is prohibited form taking unwarranted negative action.

Affirmative action as a concept goes b yond a policy of nondiscrimination. It has as its goal equal employment opportunity for qualified persons with disabilities. We have talked today about barriers that prevent qualified handicapped persons from achieving equal employment opportunities. Affirmative action is an aggressive attempt to breakdown those barriers. Organizations that are taking affirmative action do not simply wait for a handicapped person to apply for a position. They will have positive recruitment efforts that are assured of reaching sources of qualified handicapped applicants. They will take positive actions to remove environmental barriers that would otherwise prohibit handicapped persons from working in their organizations. They will attempt to sensitize their supervisors, and managers to the fact that qualified handicapped persons can work successfully in their organization and will attempt to change negative attitudes toward handicapped persons that exist among their personnel. Organizations taking affirmative action will make reasonable work-site modifications to accomodate a person with a disability. They will assure that handicapped employees in their organization have potential for career development that in-service training programs are accessible to persons with disabilities. They will include handicapped employees in the planning, preparation, and implementation of their affirmative action programs. When the law says that a company, department, or agency must take affirmative action, these are the kind of actions that they are expected to take.

Affirmative action legislation along with the other legislation that has been cited, is beginning to breakdown some of the barriers to the employment of handicapped persons in our society. It is placing requirements on employers that make it difficult for them to continue to be apathetic.

Consumer involvement in affirmative action programs, in the White House Conference on Handicapped Individuals and in the activities of the Interagency Committee on Handicapped Employees (ICHE), will hopefully lead to a recognition that handicapped individuals are able to take care of themselves. Hopefully, this recognition will breakdown paternalistic behavior patterns in nondisabled persons.

Unfortunately, all of this legislation dealing with the elimination of barriers to the employment of handicapped persons probably only heightens the focus on an individual's disability. However, we hope that public information efforts will result in sensitizing persons, especially employers, to look beyond the disability and evaluate people based on their abilities. Also, when this is accomplished the practice of stereotyping handicapped persons into jobs based upon their disability, rather than their experience and background, will be discontinued.

A nondisabled person's fear and sense of uncomfortableness around persons with disabilities is probably lessened only by increased exposure and an opportunity to relate to handicapped persons over a period of time. If affirmative action efforts create situations where disabled and nondisabled persons must interact, hopefully both groups will become more comfortable.

Increased public awareness resulting from affirmative action and Interagency Committee efforts will hopefully satisfy the curiosity that many persons have about persons with disabilities and open the doors to greater understanding among employers that persons with disabilities may have the skills and abilities to function seccessfully within their organizations.

Technical assistance in the area of job accomodation, provided as part of affirmative action programs, will hopefully enlighten supervisors and managers that the present way a job is done may not be the only way a job can be done. A handicapped person, utilizing necessary worksite modifications, can be as productive and efficient as his or her nonhandicapped predecessor.

Affirmative action programs address, not only the hiring of persons with disabilities, but also the placement and advancement of such persons up to their level of competence. Keeping superior achievers in lower level dead-ended positions positions has created the "superstar" expectation that handicapped persons who are successful must possess superior qualifications to compensate for a loss caused by their disability. Hopefully "superstars" will be given an opportunity to advance to their level of competence where they should have been all along.

Attitudes based on misinformation can only be eliminated by increased public awareness regarding the facts about disabilities and their effect on individuals. Such public awareness programs are an important part of the activities of the Interagency Committee and must be an integral part of affirmative action programs.

Also, the President's Committees on Employment of the Handicapped and Mental Retardation continue to provide a lead-role in disseminating this kind of information to the public.

In closing, let us look at one more implication of recent legislation. Employers covered by affirmative action requirements are looking for resources in the community to help them plan, develop, and implement their required affirmative action programs. I remember the days when I was a rehabilitation counselor looking to develop jobs within the community for some of the clients in my caseload. How difficult it was to open the doors of many of the employers that are now looking to the same rehabilitation agency, in which I worked, for help and assistance in meeting their legal obligations. Employers' doors are now opened and they are ready to listen. There is an opportunity for all professionals concerned with the employment of handicapped individuals to develop relationships with the employers in their community that could ultimately lead to increased job opportunities for clients that they represent. I would suggest that your opening remarks might be: "I wonder if I could be of assistance to you in preparing ..."

Thank you.

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INTER-AGENCY COOPERATION AND PLANNING

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Introduction

One of the significant objectives of a society is to prepare the people to participate in that society. Society is the emphasis because it cannot be the responsibility of one entity to comprehensively develop its people.

In our complex society there are many concerns and problems for which we have attempted to attain solutions through the term of one president or one governor. In society, education is often perceived to contain all means to meet all educational, psychological, physiological and supportive services needed to prepare all youth and adults for the society of today or the society coming of age. There are no quick and easy solutions.

During the 60's the nation developed a sharper and more sensitive social consciousness to serve a diverse and pluralistic society. The social consciousness of the 60's also underlined the need to organize and humanize needed services and approaches to disenfranchised populations. The conditions of disenfranchisement were clearly reflected as impoverishment, educational inadequacies, physical limitations and social deprivation. The inabilities of the disenfranchised created disenchantment, social and economic liabilities to themselves and society, and shunted the individual from full social participation. This, in essence, encouraged a dehumanizing effect upon a potentially productive segment of society.

To meet the multi-faceted needs of the disenfranchised, society demanded new legislation and programs to influence desirable social changes. Through those many pieces of federal and state legislation, it was believed education should be able to provide all avenues for success for disadvantaged and handicapped persons. Educators considered answers to the problems of the disadvantaged and handicapped in the same mode as a chemist or physicist seeks solutions, i.e., "taking a bit of this and a bit of that" to derive a scientific solution. Educators attempted to utilize purely scientific solutions to problems which dealt with human beings. In addition, those solutions were sought in isolation from the real effects influencing different behavioral patterns.

The development of a human being is an intricately delicate process which, under no circumstances, can be envisioned to be applicable to all individuals under one set of conditions or criteria. Our society was designed to react to human needs and it devised agencies and services to provide the proper services

as applicable to the needs of people. However, as we assess the problems of special needs populations and their inadequacies, the proposed solutions and suggested remedies are usually isolated from critical inter-related needs and services. The individual's limitations are focused upon in isolation and approached as fragmented solutions that poorly relate to the needs of the "whole" individual. As delicate as individuals are their responses and reactions are conditional dependent upon the environmental (private and social), educational, physical and psychological influences prevailing. The physiological, psychological and environmental influences dictate their unique reactions.

Rationale

A single service provided to remediate one causative factor may not resolve or restore the productive potential of the identified individual. To the profoundly handicapped or the "hard core" disadvantaged person, compounded negative causative factors cannot be remediated by a simple single service.

Educational institutions are perceived as the primary entity to introduce and provide educational, physical, and social development. These institutions are mandated to provide the intellectual development of people and respond with a minimum regard to an individual's physiological and/or psychological differences.

Our educational system is devised to program our society's most precious resource, the children, through a formalized intellectual development program. The system has enlarged itself to mandate that each child of proper age must be included and proceed through that system. However, education, as a means for intellectual development is but one critical need of the human being. This is not to be considered minor because providing the intellectual development of an individual intricately involves the readiness of the individual to be able to intellectually participate without intellectual interference. Although the intellectual development of the profoundly handicapped and hardcore disadvantaged is often less than adequate, these inadequacies are significantly magnified within our society when added to developmental limitation psychologically, physiologically, and socially for the total development of an indivisual.

Education, isolated and fragmented, is limited in its capacity to meet the complexity of providing a comprehensiveness to the disenfranchised individual. Further, the institutional system has difficulty providing information which will best adapt to meet the individual's needs. Many times the technique and strategies used circumvent limitations of the individual and ultimately fail to match the objectives or goals for a positive and humanizing development.

The Problem

Our societal system has identified our masses of disenfranchised because of their inabilities rather than their abilities. Our institutions seemingly

amplify those inabilities and chide their atypical functioning behaviors. Many limitations of the disenfranchised originate at early ages and remain causative factors through their developmental years. In many instances, the limitations are either undetected, unidentified, or unserved and, therefore, are perpetuated without treatment and thusly further shunt the individual from mainstream participation. There is a massive number of youth in our educational institutions who have not received the needed specialized services to provide them with the optimum of an opportunity to develop.

Dealing with the problems of the disadvantaged and/or handicapped in isolation from their other needs will rarely result in solutions. The complexity of the deprivation of the disadvantaged and/or handicapped person most generally warrants concentrated consolidated programmatic efforts to meet individual needs.

The problems of the disadvantaged and handicapped do not deal only with their capability to work but also their functioning educationally, socially, economically, and physically. The special needs of disenfranchised populations deal with their needs for health services, restorative services, general educational services and the development of work skills. Attaining means to best serve the disenfranchised also demands different approaches than those utilized to obtain answers in the physical sciences, physics or chemistry. As previously stated, the chemistry of the human being does not respond by introducing disjointed bits and pieces.

The problems of the disadvantaged and handicapped cannot be solved by one agency or entity. The problems of the disadvantaged and handicapped cannot be solved by education or vocational education alone. Moreover the problems of the disenfranchised cannot be solved by any one single agency such as Special Education, Vocational Rehabilitation, State Employment Services, Welfare and Health. Each of these agencies are initiating points where this population can be provided with selective services. The single agency does not contain a comprehensive expertise or the resources to make a totally comprehensive approach to basic critical needs of this population. However, a major thrust was initiated with the enactment of the Vocational Education Act of 1963 and its subsequent Amendments of 1968. A major mandate within those pieces of legislation indicated services must not only become concerned with developing skills and technical knowledge within these populations but also must develop their employability skills.

As we examine legislation emphasizing the need to serve special populations, it is clear there has been a segmented effort. While, for the most part each of these agencies operate independently, they all share the common goal of serving a similar population to obtain gainful employment and social participation for their clientele. In no uncertain terms, many different agencies provide a variety of services and those services may only coincidentally be collaborating with one another.

The multi-number of agencies which potentially could provide a profound effect upon special populations must examine their propriety and responsibility to meet the complex challenges of viable services. The advantages

of a compendium of services is that it can reduce duplicated efforts and expand other service opportunities of all participating agencies. Therefore, therein lies the essence to initiate, develop, and generate inter-agency cooperation, a viable concept, if there is true commitment from agencies that want to impact upon greater numbers with more effective services for disenfranchised populations.

Strategies for Cooperation

Meeting the needs of the handicapped requires identifying relevant societal values, priorities and resources. Strategies must be developed with a strong awareness of the context in which the disenfranchised individuals will exist.

As we review the designs of the various agencies and federal legislation to serve the disadvantaged and handicapped, often they broadly focus upon and encourage productive work participation. Those allied agencies serving similar populations are governed by legislation, mandates, resources, established policies, interpretation and priorities. Developing multi-faceted efforts and coordination between agencies, therefore, requires an effort to be informed and to develop a knowledge of the areas of commonality, uniqueness and limitation of the services of each potentially contributing agency.

Initially, State and/or local administrations should develop a comprehensive directory and guide of agencies listing contact persons and addresses. As broad as most state and local agencies are, identification of and communication with that responsible person becomes one element of critical concern to organize, develop and communicate the concerns of cooperative program implementation. Further, through identification, communication and development of linkages with concomitant agencies, forums can be encouraged to promote periodic meetings, exchange concepts, and develop service opportunities.

There should be formal and/or informal efforts made by contemporary agencies to identify each agency's purpose, services, and goals. Because each agency may have special focuses of services, these services should be identified for the concerted effort -- the compendium of services to the "whole" individual.

Organizing for Planning

There is no doubt that the most efficient way to bring about harmony among programs is to place them all directly under the same administrative head. However, in the real bureaucratic world in which most of education, social, health and rehabilitative programs operate, this is an impossible solution. However, nearly any form of bureaucratic organizational structure can be modified to accomodate a task force approach for inter-agency planning.

One solution is the development of a matrix plan that can be implemented to create an open and democratic climate in which inter-agency planning and operation can flourish. This format provides for a basic administrative

"skeleton", while incorporating a potential for great flexibility in staff assignment. Task forces can be formed and dissolved without disrupting day-to-day operations. When problems are only vaguely understood, when solution strategies do not yet exist, and when resources have not yet been developed, groups of individuals with varying backgrounds organized into task forces foster the development of quality programs. Manpower redundancy is minimized by "borrowing" people for temporary or intermittent assignments.

Principles of Planning

Inter-agency cooperation does not just happen, neither does it happen in any easy way. It requires skillful and dedicated planning and execution. Inter-agency activities must take place in a favorable context. The following principles have a direct bearing on this climate.

1. Inter-agency planning in order to be permanent and useful must be executed under a mandate. Such mandates may take several forms: 1) they can be a requirement for funding, 2) they can have a legal base, i.e., created by an act of the legislative body, or 3) they can have an administrative base, i.e., rules, regulations, or policies from a governor or a consortium of governing bodies.

2. All personnel working in each partner agency must be committed to the concept of inter-agency planning. This can be either an internally directed or externally directed commitment.

3. Individuals or bodies who are responsible for providing assistance or resources needed to carry out the inter-agency plan must express in writing the fact that such a plan will be seriously considered for implementation.

4. Competition for supportive resources, clients to be served or other program components must be minimized or eliminated before open planning can be accomplished. (Turfsmanship inhibits inter-agency cooperation).

5. Individuals from each cooperating agency must be assigned to a planning task force. They must be given sufficient release time from regular duties to devote to the planning process. Individuals must be carefully selected for compatibility of personalities, attitudes and understanding of the problems to be attached.

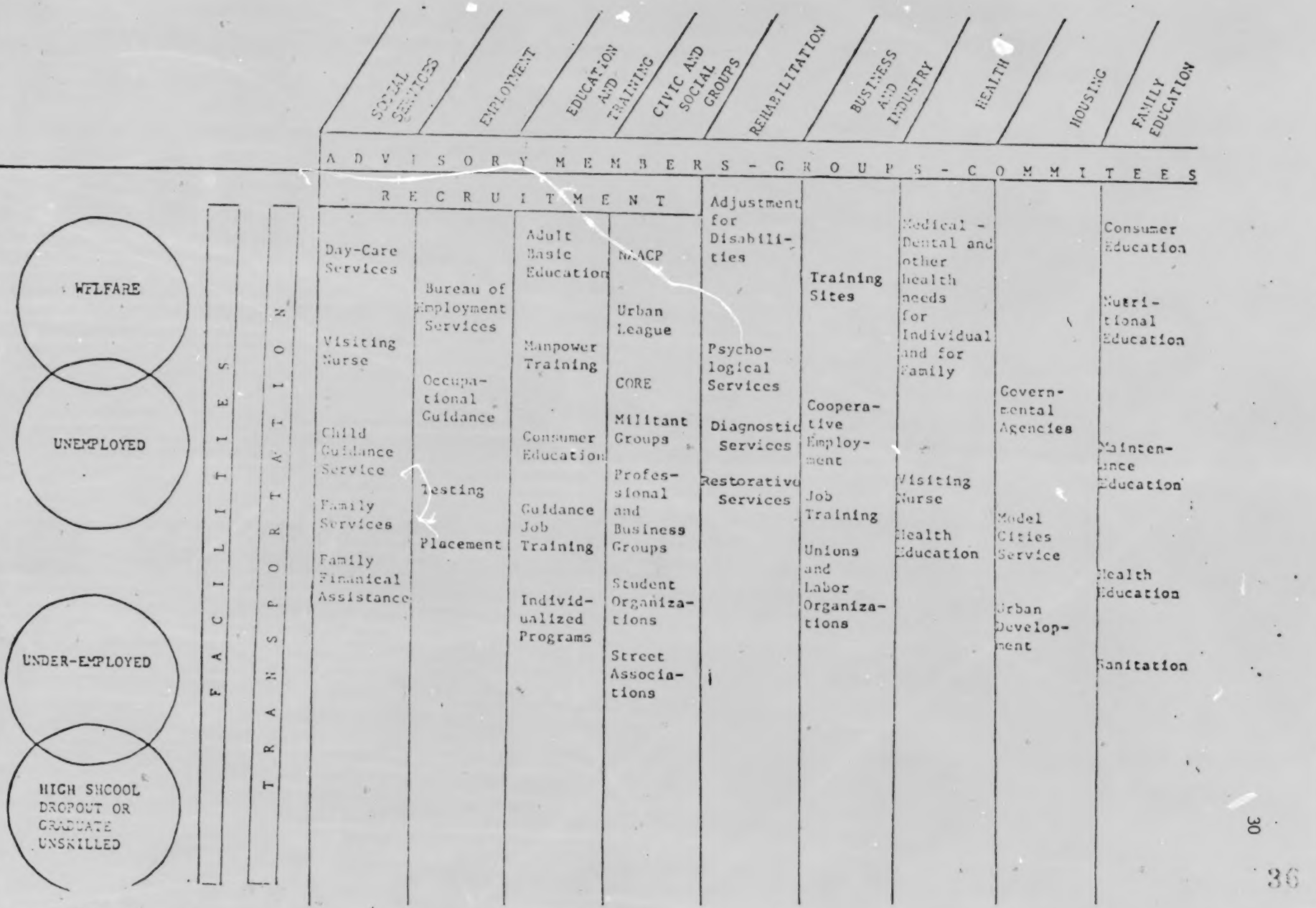
The Summary

As our society advances with technology, the new frontier will ultimately evolve to impact more effectively upon our deeper and more complex societal problems within the disenfranchised populations. It will be the responsibilities of the various agencies to step forth to meet these challenges by

providing the necessary services that will enable this population to become employable and contributing participants.

It is impossible for one agency to meet the total developmental needs of the disenfranchised population without viable expertise and adequate resources. It is improbable the legislative mandates and charges of each service agency can legally respond to all the complexities of the special needs populations. As an additional perspective, the pressures of national, state and local inflation and funding scarcity will force administrators to re-examine their agencies' operation and priorities. Therefore, where there are "gray areas", it is imperative service duplication be eliminated or minimized. It is imperative that supportive unduplicated expertise and services be included into a formidable program of assistance.

A compendium of cooperating agencies can significantly encourage and meet the monumental task. Through a compendium of agencies, their resources, their management, their implementation and services can uniquely deliver an incomparably humanized resource system.


SOCIAL SERVICES
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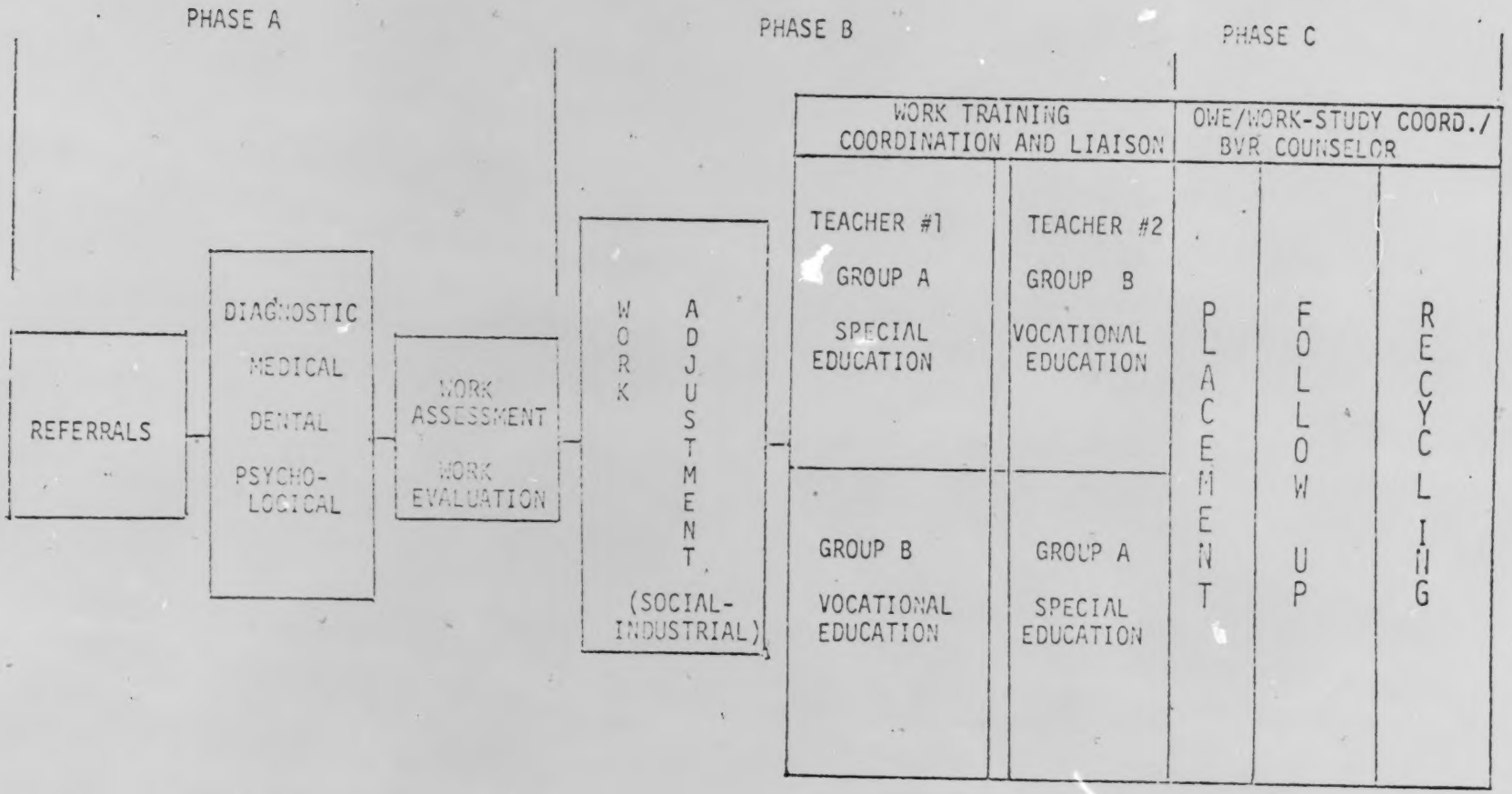
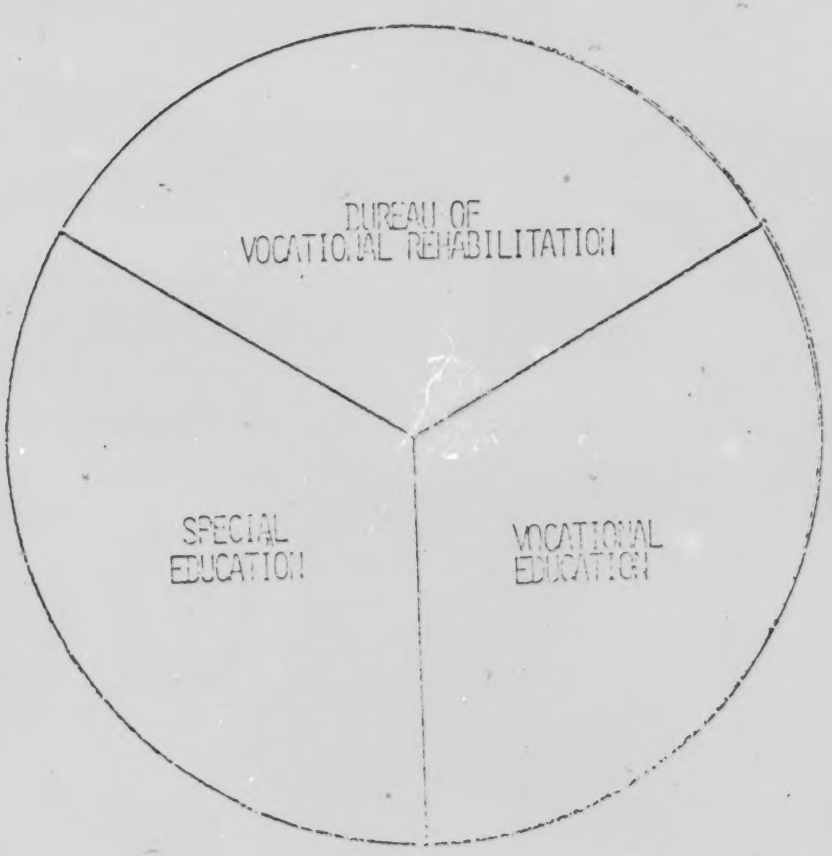
CIVIC AND SOCIAL GROUPS
REHABILITATION
BUSINESS AND INDUSTRY
HEALTH
HOUSING
FAMILY EDUCATION
ADVISORY MEMBERS - GROUPS - COMMITTEES
RECRUITMENT
WELFARE
UNEMPLOYED
UNDER-EMPLOYED
HIGH SHCOOL DROPOUT OR GRADUATE UNSKILLED
FACILITIES
TRANSPORTATION
Day-Care Services
Visiting Nurse
Child Guidance Service
Family Services
Family Financial Assistance
Bureau of Employment Services
Occupational Guidance
Testing
Placement
Adult Basic Education
Manpower Training
Consumer Education
Guidance Job Training
Individualized Programs
NAACP
Urban League
CORE
Militant Groups
Professional and Business Groups
Student Organizations
Street Associations
Adjustment for Disabilities
Psychological Services
Diagnostic Services
Restorative Services
Training Sites
Cooperative Employment
Job Training
Unions and Labor Organizations
Medical - Dental and other health needs for Individual and for Family
Visiting Nurse
Health Education
Governmental Agencies
Model Cities Service
Urban Development
Consumer Education
Nutritional Education
Maintenance Education
Health Education
Sanitation

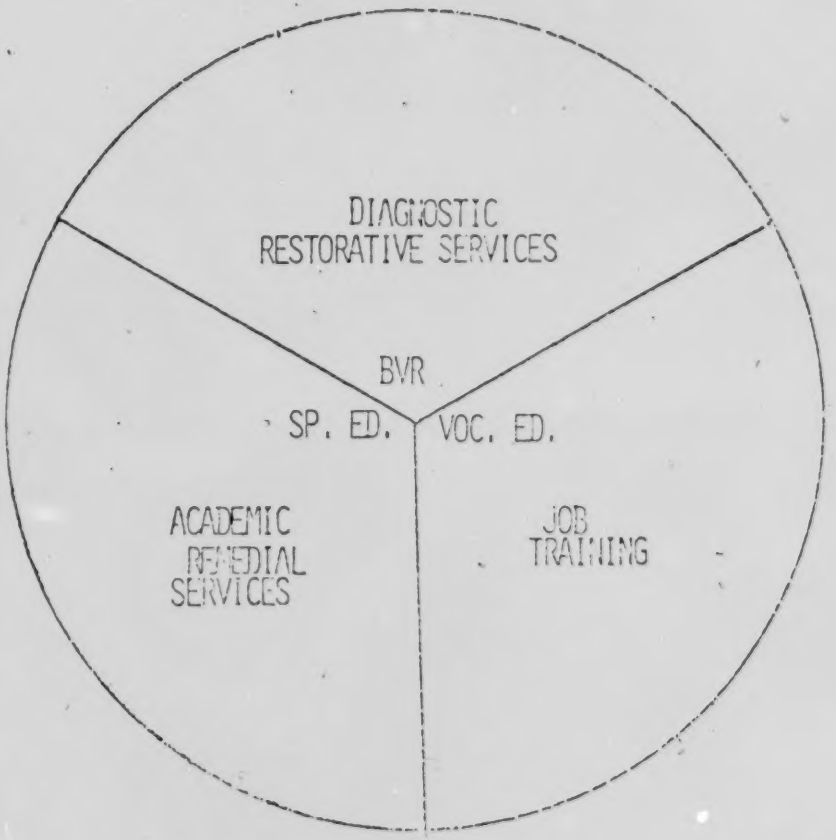
COOPERATIVE VOCATIONAL PROGRAMMING FOR HANDICAPPED PERSONS



COOPERATIVE PARTICIPATION OF

SPECIAL EDUCATION--VOCATIONAL EDUCATION--BUREAU OF VOCATIONAL REHABILITATION





COOPERATIVE PARTICIPATION OF

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HUMANIZING EDUCATION FOR THE DISADVANTAGED AND THE HANDICAPPED

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The humanization of American Education is perhaps the most pressing challenge facing today's schools. The National Education Association strongly supports programs for removing the barriers to a humane educational process - to help teachers and all educators, students, parents and the community at large recognize and deal with racism, sexism and other inhumane attitudes on all levels. The Association also provides instructional materials at minimum cost which are designed to sensitize teachers and administrators in the area of humanizing instruction.

It always bears repeating that a fruitless attempt to master the incomprehensible literary abstractions of the regular curriculum often produces dire consequences in the victims. Years of failure may have firmly established a habit and conviction of failure that may have undermined the pupil's confidence in himself. Deep-seated feelings of inadequacy and insecurity may have left the child with an insurmountable attitude of defeatism, a belief that he is doomed to ultimate failure no matter how hard he may try. As the result of such a feeling, he may refuse to put forth any effort and may rebel against attending school.

The special classes have at times been blamed for the development of poor-self-concepts in children. Physical segregation, it is claimed, develops in disadvantaged learners an acute consciousness of being different, and confirms their feelings of inadequacy. This may happen, especially when the children do not belong in such classes and bitterly resent the enforced assignment. But the worst self-concepts have been engendered - not in the special classes - but in the regular grades because of the unequal competition, invidious comparisons, discrimination, and social isolation encountered there. Many of the children entered the special classes after years of social segregation in the grades had made them morbidly conscious of their differences from others.

It is apparently for the reasons of humanization of instruction that legislatures, courts, and others are pressing for "mainstreaming". What is mainstreaming? To most educators it simply means the valuing of human differences. It means that everyone is a teacher and that everyone is a learner. It means that all of us together are greater than any one of us or some of us. It means that heterogeneous grouping is more growth promoting, both aca-

demically in the qualities that make us human, than is homogeneous grouping. It means the desirability of inclusion of people rather than exclusion of people. These are the solid, philosophical goals which are finding increasing support in hard data.

There are three basic ways to include more children in the mainstream of educational life: 1) simply return them from pull-out programs, 2) have special education take the lead in identifying pupil needs and programs, and 3) have general education take the lead in increasing the individualization and personalization of instruction in regular classrooms. In my opinion, the third alternative is the best route.

Over the past several years, programs have been developed at Norfolk State College designed to assist children with learning and behavioral difficulties in schools. Initially, there was focus upon the children themselves by assisting teachers in using various techniques for evaluating and generating learning programs for the children. However, it was noted very quickly that all the understanding of a child's educational needs was of little value if the teacher did not understand these needs and what to do about them. So the focus of the work was on the teachers, particularly on classroom teachers.

Understanding of the theories and principles which underlie learning is prerequisite to a full appreciation and an adequate analysis of the humanistic aspect of the teacher-learner situation and learner performance. Teachers who participate in programs at Norfolk State College review the basic theories of learning. This knowledge serves as a foundation for the teachers' mastery of and humanization of their tasks. This focus on principles of learning introduces to some and reviews for others factors basic to their understanding of how they would meet the needs of disadvantaged and other mildly handicapped learners in regular classrooms.

All teachers need to know what is considered normal behavior for a learner. They need to know how a child matures as he proceeds through the various stages of development, so that they can more effectively respond to learners individually. Teachers should also understand the socialization process.

It is recognized unquestionably that all teachers, regardless of what population they serve, must know typical learner behaviors. Subsequently, all training experiences for pre- and in-service teachers should by their very nature include emphasis on this area.

Only with a sound grasp of "normal" child growth and development can teachers deal effectively with exceptionalities and humanizing instructional techniques - that is, one must understand the typical before there can be understanding of the atypical. Today's teachers must understand exceptional children of all types since some of these children will be in their classes.

What about using assessment data to humanize instruction? Teachers are more effective when they understand their pupil's strengths and weaknesses. Therefore, the teachers who participate in programs at Norfolk State College presently seek to acquire additional skills in diagnosing learning problems, interpreting test results, and prescribing instructional programs based on the findings.

Having understood how children learn and how they differ, possessing a strong faith in them and being able to ferret out their strengths and weaknesses, teachers should have the necessary knowledge base to match different styles of learning with appropriate styles of instruction. There is necessity for matching instructional modes with learning styles of children. All curricula should recognize varied means of presenting the same subject matter.

The use of available resources by teachers is important. Teachers have often been called "scavengers", "Hoarders", "collectors", and other names which suggest that they scour their communities looking for useful materials. Instructional programs are indeed enhanced by teachers who know what resources, including persons, hardware, and software are available in their communities as well as from the local and state education agencies.

No matter how much curricular materials is available, good teachers find it necessary to create and develop new materials specifically designed for a child or group of children. Thus, in addition the ability to create and improvise, teachers should be able to write clearly and coherently in the language of instruction using correct grammar and syntax.

If teachers are to effectively use the knowledge and understand what they have acquired in humanizing instruction they must clearly understand their roles. With the advent of many auxillary personnel in the local education agencies, roles are not always clear; however, teachers must know where their responsibilities end and the responsibilities of others begin. Regular classroom teachers cannot be nor are they expected to be, all things to all learners. In all programs, teachers should be brought to understand connectional roles as well as the roles and job descriptions specific to their own locales.

No matter how much teachers know, if they cannot get along with others, they will have a difficult future. Teachers must know how to work in their classrooms and schools. They must also cultivate good relationships with parents of the learners in their classes.

Poor self-concept - What is it? Poor self-concept was traced by Alfred Adler and was found in part to be due to organic inferiority or physical defectiveness. An organism incapable of performing its functions properly can doubtless engender feelings of inadequacy. However, it must be remembered that such feelings usually stem from psychic causes. Three of the more important causes are: 1) repeated failure of adjustment to the demands of the cultural environment; 2) invidious comparisons with bright school mates or siblings which often lead the child to believe that he is a dummy; and 3) the feeling of inferiority itself which may engender further convictions of inadequacy and doubt and thus, intensify the victim's feelings of timidity, distrust, and insecurity. The child may react to the situation by doing nothing to overcome his shortcomings or to free himself from the psychic octopus which has him in its relentless grasp. Or, in an effort to evade a forthright facing of menacing issues, he may attempt to develop a substitute activity or some form of antisocial behavior to compensate for his lack.

One of the primary obligations of teachers and parents is to try to forestall the development of a poor-self concept because of the strangle hold it gets on many of its victims.

Dehumanizing factors is an educational program for the disadvantaged and handicapped. These factors follow:

1. Unjust, disheartening competition with classmates which is frequently the source of poor self-concept, insecurity, and frustration. This in turn often produces emotional conflicts, breakdowns in adjustment, or compensatory maladjustments that may disfigure and handicap children for life.

2. Rejection which may sometimes be accompanied by jokes and gibes by normal classmates because of their slowness or unacceptable behavior, may engender in disadvantaged and handicapped children attitudes of cynicism, sulkiness, obduracy, and defiance.

3. Neglect or educational mistreatment by teachers who do not understand them, who have little insight into their peculiar limitations and needs because they have made no study of the education, psychology, sociology, and psychopathology of disadvantaged handicapped children.

Finally, let us look at the characteristics of a program designed to humanize education:

1. The environment will be genial and psychic tempered with mutual understanding, forebearance, helpfulness, and sympathy.

2. Disadvantaged and handicapped children will receive encouragement, aid and recognition, and little contempt or ridicule from comrades.

3. Teachers will adapt the classroom environment and use techniques designed to stimulate the children to put forth their best efforts instead of being frustrated by the brilliant achievements of superior pupils with whom they can never hope to compete - no matter how hard they try.

4. Disadvantaged and handicapped children will receive adequate and appropriate academic treatment from specially trained, patient, and sympathetic teachers who understand their limitations, take a personal interest in each child as an individual, make every child feel that he is an object of solicitude; and take pride in overcoming great difficulties. These teachers of course must have the knack of studying each child clinically and of administering to the peculiar needs revealed by classroom observations and analyses.

5. Disadvantaged and handicapped children will have a comprehensive program of activities and experiences adapted to their interests and needs in which they can achieve considerable success. Such a program would be designed to develop sensorimotor efficiency, learning readiness, and latent capacities. The program should aim to mitigate or overcome educational defects and handicaps through diagnostic or remedial instruction and to develop desirable compensatory assets for disabilities that prove to be irremediable. It provides abundant opportunities and outlets in creative work and academic activities designed to develop initiative, resourcefulness, and creativeness. The program is vitally motivated and integrated through meaningful individual and group experiences and individual and group planning. The development of mental and emotional health, the prevention or correction of personality maladjustments, appropriate therapies, social understanding and integration, and the development of useful social attitudes and habits should be the basic ingredients of the curriculum. The child is taught academic skills of practical usefulness insofar as possible, but the emphasis on these skills should be to enhance the social and occupational efficiency at the highest level permitted by the child's potentialities.

Teacher training institutions are going to be required to alter their programs to acquaint all their future graduates with the disadvantaged handicapped and effective educational techniques for teaching them. Since modern programming for the handicapped could result in a variety of educational placements including many which are based on the regular class situation, regular education teachers need to learn how to deal with these children who perhaps will present the extremes of individual learning differences in their classes. And as has been mentioned before, so too will administrators need to learn to provide for the handicapped.

To date the activity occurring in the nation's courts on behalf of the handicapped including the disadvantaged has been initiated by parents. This reflects that parents of all children are becoming increasingly concerned about not only the quality of the education provided to their children but the manner in which the schools deal with them and their children. Parents are no longer willing to accept arbitrary decisions by the public schools and even correct decisions unless effective documentation has been developed and is made available to parents as outlined in Public Law 94-142. Parents acting individually and in groups are increasingly becoming cognizant of their rights under that law and now have little hesitation to contact an attorney to assist them in obtaining those rights.

What is abundantly clear is that the public schools must do the job with which they are charged, that of providing a suitable education -- a phrase seen in many of the current right to education case briefs. What is a suitable education is difficult to specify, but one can speculate that this question could also appear in the nation's courts.

In the case, In Re Held, heard in Westchester County, New York Family Court, the failure of the Mt. Vernon Public Schools to adequately educate eleven-year-old Peter Held was at issue. The suit was initiated after Peter Held had been enrolled in the public schools for five years with three of those years spent in special education classes. During that time the child's reading level never exceeded that of an average first grade student. After the child was removed from the public school and placed in a private school, his reading level in one year increased about two grades and he "...became a class leader".

In his decision, Judge Daehenhausen "... noted with some concern, the lack of candor shown by the representative of the Mount Vernon City School District in not acknowledging the obvious weaknesses and failure of its own special education program to achieve any tangible results for this child over a five-year period". In commenting about the progress made by the child in the private school, the judge said, "It seems that now, for the first time in his young life, he has a future". Further, the judge noted that "this court has the statutory duty to afford him an opportunity to achieve an education".

The court in its ruling issued November 29, 1971; noting that since the child to develop his intellectual potential and succeed in the academic area "must be placed in a special education setting such as the private school," ordered that the cost of Peter Held's private education be paid under the appropriate state statute provision for such use of public monies.

Concluding Comment

Because of the significant intra- and intercultural, academic and intellectual differences professionals find among children and youth which directly affect the teaching learning process, there should be strengthening and continuing focus on the following areas: 1) development of cross-cultural skills for professionals and paraprofessionals working with culturally different disadvantaged handicapped children, 2) development of competency based field experiences for professionals concerned with multi-cultural education, 3) development of cooperative education centers which eliminate barriers among educational authorities and respond to needs of unique multi-cultural areas, and 4) in-service and pre-service training for teachers on the new concepts of education of the disadvantaged handicapped.

WORKSHOP PRESENTATIONS

VOCATIONAL TRAINING FOR SPECIAL NEEDS PERSONS:

THE COMMUNITY SURVEY COMPONENT

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Roger is a young adult who has been blind since birth due to retrolental fibroplasis. Additional medical problems, below average intelligence and unsatisfactory emotional adjustments have added to the problem of job placement for Roger. He plays the guitar and sings and has managed to find a few jobs because of the novelty of hiring a blind entertainer. Unfortunately, he doesn't perform well enough to compete with the many gifted performers for the few available jobs. What will vocational counselors find for Roger and the other estimated 450,000 special needs persons who each year need vocational training and placement?

Job placement to the handicapped is perhaps the most important step in his life. To the mentally handicapped, a job brings adult status and respect. To other special needs persons with a variety of handicapping conditions, the ability to get and keep a job indicates the ability to participate fully in society. The years of education of special needs persons culminate in the successful job placement of these persons in their communities.

That the important area of job placement for special needs persons should be one of the least well considered and planned in the continuum of services to the handicapped, is an enigma in our education system. Brolin has indicated that job placement and follow-up may be the most important areas of the vocational preparation sequence (1976).

If special needs persons are going to find job placements in the community, the jobs they are trained for must match the employment needs of the community. That is a simple reasonable statement and yet it has not been many years since the blind were routinely trained as piano tuners without regard to the numbers of pianos or piano-tuners already in the communities to which they would return.

A thorough study of the community is essential to job placement of special needs persons. A study of the community should also be done preparatory to the vocational training of special needs persons. Jobs available for all persons vary significantly from community to community, from urban setting to rural setting. Special needs persons as part of a larger group of lower-economic level persons tend not to be as highly mobile as the rest of Americans (Rothman, 1974). Therefore, these persons must be trained for jobs in the communities in which they reside.

Background Community Information

Suppose you are appointed as the Chairman of a Community Survey Team. What must you do to make this worthwhile endeavor a success? Prior to conducting a community survey of potential job placements for special needs persons, it is important to collect basic general information about the community. Any community study will need to be considered in the broad perspective of each community's uniqueness. The underlying condition of geography, transportation, population, housing and recreation form a necessary backdrop for job placement.

Much of this information can be gathered without leaving the comfort of your office. Many of the persons responsible for gathering such information will have prior knowledge of much of it.

Geography. Although man has done much to modify his environment, natural features, as the presence of minerals, navigable rivers, and harsh winters have contributed significantly to the forming of the economic life of the community. Other basic information must be gathered relative to the natural setting of the community. It is essential to know answers to questions as, what are the principal industries? Are raw materials available for their products? Do their refining and marketing contribute to the occupational makeup of the area?

Note if extremes in weather affect the availability of jobs. If so, job placement as a bricklayer in parts of the country with nine-month winters would not constitute a successful placement. Other occupations thrive on winter as housing insulators or snowmobile maintenance workers.

Transportation. Is the community connected with other communities through efficient transportation? Do nearby cities attract commuting workers? Are most of the available jobs related to housing and feeding needs of people who work elsewhere; is your community a bedroom city? Do persons from other communities come to your to shop? for recreation?

Do you know personally if good reliable public transportation is available for use by handicapped persons? If not, how will these persons reach job sites? Must work as telephone solicitation be conducted out of their residences?

Additionally, the presence of air, bus and train terminals should be noted. Railroads, highways, bridges, and air routes link communities to the world and shape community life as much as natural features.

People. Information about the number and kinds of people in a community is essential as these have a significant impact on the economic and social life of a community.

New suburbs attract couples with young families in the acquisition phase of life. Many quick food and retail outlets will open to serve the consumer's needs of these people. Other communities with good health care and facilities may attract disproportionate numbers of retirees.

Not infrequently, the presence of an excellent special education program will attract parents of handicapped children. Therefore, a particular area

may have more deaf children, for example, than you would normally expect from incidence rates because special services are available.

Population density will dramatically affect available job placements. Large communities can support more specialized occupations than a smaller community can. For example, Chicago has a store that sells only backgammon sets. It is estimated that a community must have 300 families to support a restaurant, 12,000 families will be needed to support a bookstore (Changing Times, 1953).

Population growth in a community can be viewed as a position indicator of potential jobs for special needs persons. Conversely, declines in population may have a negative effect on potential jobs. One variable that controls the degree of effect of population shifts is the economic level of persons leaving the community. If a major industry moves its home office and top management staff the effect on jobs for special needs persons can be expected to be less as compared to closing of an automotive parts manufacture. Upper and middle class groups move over greater geographical distances; these moves are a part of upward mobility (Rothman,1974).

Forced migrations due to factors created by urban renewal projects tend to increase the density of underemployed persons (including special needs persons) because there is a lack of suitable housing (Rothman, 1974). This, in turn, affects potential job placements in an area already satiated with available semi-skilled labor. One young acquaintance who worked as a delivery boy for the neighborhood mom-and-pop grocery store was unable to find a new position when the block was demolished and the store owners retired and moved to Florida.

Economic Background of the Community

For purposes of job placement of special needs persons, this aspect of background information will be the most important. It will be necessary to obtain numbers of people employed in the major occupational categories or clusters. These are:

Agriculture/Natural Resources
Clothing and Textile Services
Office and Business
Distribution
Construction
Graphics and Communication Media
Automotive and Power Service
Manufacturing
Health Occupation

For each of the occupational clusters, do take note of numbers of persons employed in each. If possible, obtain unemployment rates for each category, noting possible high rates of seasonal unemployment.

Goods and services produced by each cluster should be examined and the market indicated. Different enterprises within the community have markets of

varying sizes. A certain manufacturer, as a garment maker, may market its product nationally. Another business, as meal on wheels, which supplies hot meals to shut-ins, may have a local market limited to only certain persons within the community.

Information should be collected concerning unemployment rates, average income, and numbers of persons with annual incomes under $5000. What labor unions are represented in the community? Are their leaders sensitive to the employment needs of the handicapped?

If only a superficial study is done of the community many good job placement sites may be overlooked. For example, in a large metropolitan area it would be easy to ignore the agriculture/natural resource cluster. However, greenhouse worker and park maintenance are subcluster occupations within this category and large numbers of these positions are available to special needs persons.

There may be other important aspects of a particular community that need to be studied adding to the basic pool of information. Among these could be health care facilities and services, and recreational programs.

Another very important consideration is the presence of homes for handicapped adults. A number of noninstitutional living arrangements are now available to special needs persons. These include adult foster homes and group homes. The presence of such facilities in a community will increase the number of people needing vocational training and placement. Living with handicapped adults in group homes increases the independence of a special needs person and adds to the flexibility of working arrangements. At one exceptionally fine group home setting, the residents are picked up at their doors by a special bus and delivered to the community job sites.

Organizing the Survey

Those responsible for conducting the survey have several basic tasks. Questions must be formulated which are supportive of those established goals, objectives, and priorities. Persons who will conduct the survey, that is, those who will do the actual field work and those who will analyze and implement the results must be identified.

Goals and Objectives

The first step is to establish the goals and objectives of the survey. The goals may already be a part of an approved state plan for vocational training. They are lists of broad, desirable outcomes which establish the direction of a program. They are written in accordance with the needs and philosophy of a particular group. Goals can be presented to the general public or to a governing board in order for resources to be assigned to them.

An example of a goal which would be appropriate to the vocational training would be: To develop and maintain a current list of potential employers of special needs persons. The following objectives are presented as being representative of those to be established by the community survey team.

1. To procure resources which contain information about community businesses. These include, but are not limited to, Chamber of Commerce publications, telephone directory yellow pages, business directories, "help wanted" ads and trade associations publications.

2. To formulate role descriptions and responsibilities of such members of the community survey team.

3. To identify key contact persons within each occupational cluster.

4. To develop survey questions that are comprehensive, easy to administer, and are not threatening to the person being interviewed. To send letters of introduction to the key contact persons with the interview dates.

5. To establish rapport with key contact persons through telephone calls, personal visits, and letters.

6. To modify plans for a more comprehensive survey with assistance of the key contact person after the results of the partial survey have been analyzed.

Questionnaires

The questionnaire may either be mailed and self-completed or presented in person (an interview schedule). Either way, the questions to be asked must be carefully considered and the questionnaire well structured.

The first step in writing the questionnaire is to review the goals and objectives of the survey. Ask those questions which are pertinent to the objectives.

Definition of terms which might be unfamiliar to the person completing the survey should be included. This helps to assure that everyone has the same understanding of a particular question. Do not assume that all persons understand such terms as mentally handicapped or emotionally impaired. In an interview schedule it is possible to give personal examples of characteristics and abilities rather than textbook definitions. You could describe someone with a physical disability as perhaps having use of only one hand but well able to work with any material which can be held down by use of a vise. It is also well to note that technical language and jargon should be avoided (Schofield, 1969). For example, guard against the abbreviation EMI, ED, LD, COHI, etc. that are so dear to the hearts of special educators.

Instructions for completing the questionnaire should be clear and easy to understand. There should be consistency throughout as to the form of response required. Avoid switching from Yes, No responses to responses requiring ranking from Strongly Agree to Strongly Disagree.

Those questions which seek knowledge of the informant usually precede the actual questionnaire. These questions help to clarify and interpret the response and should be asked, as no information about the interview should be assumed to be known for certain.

Establish a logical sequence of questioning. Each question should lead naturally to the next. If questions midway through are unduly lengthy or demand explanations the flow of responses may be irretrievably halted.

An opinion question as: Would hiring a blind person increase your status in the community? should be avoided. This kind of question tends to be threatening to the interviewee and will lead to ending the interview prematurely or to a refusal to return the questionnaire. Equally important, opinion questions are extremely difficult to interpret and have little value for the purposes of this kind of survey.

The interview schedule has an advantage that the self-completed questionnaire does not: It allows the interviewer to establish rapport and cooperation. All members of the community survey team must use the same interview schedule in order to assure consistency of responses between sources of information. If one member is particularly interested in the mentally handicapped the results of the survey may reflect only positions for that category unless the same interview schedule is followed.

Partial Target Group

Community response to the survey can be sampled by sending the questionnaire to a sample of businesses. If the community is large, it is impractical if not impossible to contact all businesses with the first mailing or personal interview.

Samples from each occupational cluster should be chosen to insure adequate representation of all groups. Because you will be using the survey to find vocational placements and not to collect research data on opinions toward hiring the handicapped on a random, or non-biased, sample is not necessary. If any member of the survey team would like a particular business surveyed, add it to the sample. If a member of the Association for Retarded Children owns a print shop, put him on the list.

One of the purposes of the questionnaire is to acquaint business and community leaders of the intent of vocational training and placement of special needs persons. The questionnaire does not replace personal contact. One of the last questions on the form should be, Would you be willing to discuss job placement further with one of our Community Survey Team members? Persons who respond positively to a personal contact should be seen for a personal interview.

Personal Interview

You must put your best foot forward in the personal interview. Members of the community survey team should be well informed as to the working capabilities of special needs persons. They should be able to stress the advantages of handicapped workers, as the ability to perform routine, repetitive tasks efficiently and reduced absenteeism (Kelly and Simon, 1969). The ability of team members to answer questions about the employment records of special needs persons may help overcome potential employer objections and reluctance.

Provide an example for the potential employer that will enable him to view the problem of job placement of a handicapped within the familiar context of his own work environment. Certain questions may be open-ended to provide for variations between occupations. For example, when interviewing a car dealer, the question, Is there a job in your business that a handicapped person could do? might become, Could you use someone trained to wax cars being prepared for sale?

Sigler and Kokaska have made a number of pertinent suggestions regarding the interview appointment. These include:

1. Keep the presentations short and simple. Do not overload the prospect with needless examples and statistics.

2. Sell the benefits. Tell the businessman why he will be better off to hire the mentally retarded (or other special needs persons).

3. Use small questions with obvious answers to condition the desired response. To say it another way, get the prospect used to saying "yes".

4. Use trial closes...for our purposes a trial close is the termination of one point of the presentation. At each point, try to obtain a desired response. If the response is negative, stop, move back to where you first lost the prospect's agreement, and start again. This is imperative. Do not pass over a negative response.

5. Avoid sidetracking (1971).

After reviewing the results of the survey, select several interested and concerned business people to form a Hiring the Handicapped Advisory Board. These persons will have invaluable suggestions to make. Implement their modifications when a larger community survey is planned.

There is no one technique that is guaranteed to convince an employer to hire special needs persons. Eventually, the skill and work personality of one individual will convince the employer that hiring the handicapped is a great idea - - or a horrible one. Careful matching of employee to employer will help reduce failure. Brolin has pointed out that if an employee's skills correspond to the skill requirements of the job there will be employer satisfaction with the worker (1976).

Successful placements will breed other successful placements. This is one of the reasons it is so important to choose an initial target group of those who are really willing to give special needs persons an opportunity to prove themselves as workers.

Media Support

At some point it will be helpful to arrange for newspaper or television coverage to alert the community to the survey and the working potential of special needs persons. Newspaper editors and other media personnel are generally very supportive of community projects and willing to offer their expertise to publicize the projects. Topics for feature articles could include the numbers of handicapped individuals in the community, diverse job skills of the handicapped, work adjustment of special needs persons and, finally, the continuing need for job placements for handicapped.

The publicity could be expected to serve the following purposes:

1. Education of the general public to the employment needs of handicapped persons.

2. Set the stage for the questionnaire and interview through alerting the potential employer to the impending survey.

3. Interest resource people and potential employers who might not otherwise be contacted.

A community may expect to cope effectively with the problem to have its handicapped utilize its resources effectively - - only when its facilities permit the fullest individualization of its handicapped citizens (Hamilton, 1950, page 186).

Summary Results

The results should be reviewed critically for errors of omission. Are the results really representative of the community as a whole? Everyone concerned with vocational training and placement of special needs persons should have an opportunity to review the results. It may be advantageous to present the results to such meetings as the school board or to parent groups. The members of the community survey team should take the responsibility of writing recommendations based on the survey and information presented by the community advisory group.

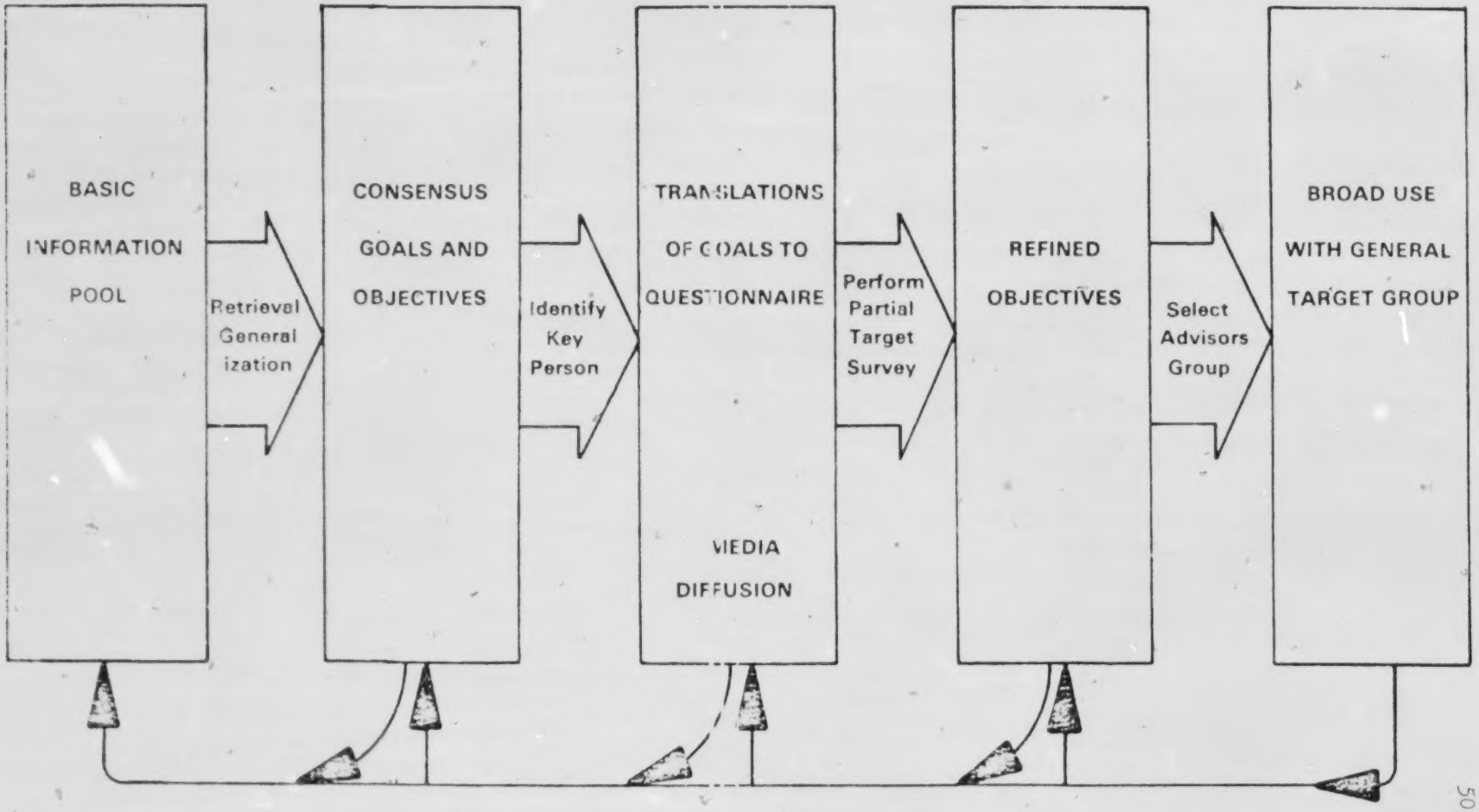
The obvious advantage of a community survey is the opportunity it affords to modify training programs to bring them in line with more realistic employment opportunities. This fact should be stressed in the summary of results.

Discussion

Training programs for special needs persons must always remain aware of employment conditions and changes within the community. Organizing a community survey is one of the best ways to assure that potential employment opportunities and the job skills of potential workers match.

Whether intentionally or not, a community survey is a venture in human relations, an aspect of survey work which can be ignored only at the surveyor's

SCHEMATIC MODEL OF A COMMUNITY SURVEY PROCESS *



*BASED ON MODEL BY ROTHMAN (1974)

peril (Warren, 1955). If the contacts are pleasant, non-abrasive and not demeaning to self-respect and values of the interviewee people will generally respond in a positive way.

Surveys also serve as an educactional venture, even today, many people are unaware of the nature and needs of handicapped persons. The survey can contribute to basic knowledge about the handicapped and influence changes in attitudes. A negative response from a businessman today to a placement for a special needs person can become a positive one tomorrow after subtle and gentle education to the abilities and needs of the handicapped and after he has had the opportunity to observe successful placements with other people in the community.

FOLLOW-UP

How will you ever know if your training has any worth at all if you do not check on community placements? Follow-up procedures should be developed by every agency responsible for vocational training and placement of special needs persons. Follow-up tends to be a neglected area because of the cost involved and lack of time. Unfortunately, special needs persons may quit jobs because of minor problems and become discouraged. Even unsuccessful placements can give you valuable information about programs and give direction for change.

A number of studies have indicated that only small percentages of special needs persons are on jobs after one year. A study by Tobias reported the unemployment rate for handicapped males to be 41% (1970). For many special needs persons, multiple placements have been necessary before a successful placement is made. Although the handicapped person may have the prerequisite job skills, too often other factors as interpersonal relationships with other workers, may seriously affect his ability to stay on the job.

A good follow-up program maintains contact with both employer and employee on a regular basis. Contact persons and telephone numbers should be known and available to the special needs persons so that when a problem arises, it can be handled before the placement is jeopardized.

Brolin has listed some reasons for having follow-up services. These include:

1. It validates the training program.
2. It keeps the training program up-to-date.
3. The employer and/or employee can be assisted quickly if minor problems arise.
4. The successful placement can lead to many other placement opportunities.
5. Retarded individuals, as anyone else does, find the early stages of employment difficult.

State and federal laws support the need for follow-up services. As just one example, Michigan requires vocational training for all students enrolled in special education programs and, additionally, requires follow-up procedures to be implemented for one year for all graduates of special programs. However, the state does not have guidelines for follow-up procedures. They are expected to be a part of every local district program plan filed with the state.

The Rehabilitation Act of 1973 (PL 93-112) has a follow-up component requiring an annual accounting of all persons placed in competitive employment, extended or terminal employment in sheltered workshops or rehabilitation facilities or employment as a homemaker or unpaid family worker.

A recommended procedure for a follow-up service would be as follows:

1. First Week. Personal contact through site visitation with both employer and employee.

2. Second Week. A personal telephone call to check on progress. If a problem exists go in person.

3. Third Week. Visit in person with both employer and employee. Observe job performance and recommend necessary modifications.

4. End of Second Month. Visit again in person. Additional contacts with family members may be helpful at this time to check on attitudes toward job.

5. Subsequent Follow-Up. By phone or personal visit check on progress and recommend changes as required until the special needs person has had six consecutive months of successful work experience (Brolin, 1976).

6. Annual. Check with employer for continued progress and placement by mail-in postcard.

Maintaining contacts with the employer to assure him/her of your continued interest and availability will hopefully result in increased numbers of successful placements. When the first contact is made with a potential employer, the follow-up procedure should be explained fully. Ask for suggestions for the most convenient time to visit. Stress the positive aspects of the visit -- please do not indicate that you expect failure and that is why you are coming!

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TASK ANALYSIS

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Task Analysis is an objective method for determining the tasks to be learned. The data is gleaned from individuals who function in a given capacity by responding to a model developed by a cross section of such and provides information such as entry, frequency, etc. Another term often used in the field is "Critical Incident Studies" and was founded years ago in the armed forces. This intense analysis of the critical points of success or failure of employees provide(s) the crux of the curriculum as well as curriculum changes.

Task analysis, while not a new concept, has come into its own in the last few years. What with the public crying for accountability on the part of educators, task analysis has turned to determining exactly what should be taught. It is a system, a model, that is difficult if not impossible to refute. It provides a common ground on which to determine the skills, knowledges, basic skills and behaviors that should be infused/taught in a given classroom.

Every instructor brings a different training background, different job experiences, and thus, different opinions to the training environment, therefore, it could and should no longer be left to the individual teacher to decide the content of a given curriculum. In far too many cases, vocational teachers have been out of their vocational field for years. Teachers are teaching students to "weld" with obsolete equipment, outdated methods and many times not aware that this is the case. Often their only contact with changes in industry is through their advisory board or a commercial textbook representative. The school system for which he/she is employed rarely has a system for the teacher to return to industry to update their skills. Most states do have some provisions for keeping the teaching credentials current, but not the subject matter; that is left to the discretion of the teacher. Unfortunately, the easy way out is simply to do nothing and teach what you have taught for years. Well, that is a whole other subject. Let us look at one method that is being used more and more to determine curriculum content in an objective nonbiased manner.

Task analysis, while its primary function is to identify the tasks to be mastered, can also be useful to teachers and administrators in substantiating equipment and tool requirements, retraining needs on the part of the instructor, and as a tool to use in discussing adaptations, etc., needed in order to train the handicapped. Task analysis can be used in all curriculum areas but lends itself easily to the area of job training. For the purpose of this paper and workshop, we will look at it from a job training standpoint. It will periodically be pointed out how this can be used with other subject matter simply by changing your point of reference.

It should be stated now that there is not necessarily any one best model or any one best way of conducting the analysis. That is why we have not as yet presented a model. The reader will find numerous models available and should be guided in the selection of such based on their reasons for doing such an analysis, and the time and money available to do it. Later on, we will be discussing a very simple model that can be used in almost any system at relatively little expense.

Well, we have discussed what task analysis is and alluded as to why it should be used. Let's take a closer look.

1. Provides a means to stay current with industry changes.

2. Provides a tool from which to develop student objectives.

3. Provides an objective assessment of the need for equipment, tools, texts, etc.

4. Identifies common tasks between similar occupations.

5. Teachers can plan around the same set of requirements and measures for the same expected outcomes.

6. It is a tool that allows and encourages articulation between various levels of vocational training, from junior high to high school to technical and post secondary schools.

7. It provides information to counselors, special educators, etc. that are helping to plan training programs for special education students.

8. Indirectly, it can be used to improve teacher training requirements.

9. It could be used by teacher union and educational administrators as a tool in agreements in budget items, teacher reward systems, etc.

We could, of course, go on and on, but you have the idea. Anytime you take a close look at what you are teaching, it is bound to have implications across the board.

Now, we will take a look at a model that was developed by taking the best from many different models and the changes brought about by using it for six years. Again, let me state this is but one way, not the only way, and you may wish to make some adaptations that you feel would be more useful to you. Remember, however, if you have never done a task analysis you might want to stick with the model as it is presented, until you have experience to bear out changes.

The first job task analysis model will be the one that has been in operation for six years and it identifies five key areas. The second model is still in developmental stages and will be presented only as a guide in analyzing the functions, tasks, as it pertains to a person physically. This model will be tested on the physically handicapped and is meant to be used as both a guide for training and job placement and for any reasonable manipulation of the environment in order to make either training, the job, or both, feasible. Since the document is still in its testing stages, only parts will be shared at this time.

The job task analysis takes a look at five areas or categories:

JOB SKILL - A hands on or observable activity. Psychomotor Domain

JOB KNOWLEDGE - A knowledge involved in decision making, discrimination, trouble-shooting and/or problem solving. Cognitive Domain

JOB BEHAVIOR - An observable behavior (which may indicate attitudes, aptitudes, etc.) appropriate to the occupation. Affective Domain

BASIC SKILL - A related skill or knowledge in areas such as arithmetic, reading, measurement, etc.

EQUIPMENT - Machines, large tools, devices.

A page or two from each of the categories has been included so you can get a more graphic idea of the differences between each.

I have also included in the appendix helpful samples of behavioral verbs denoting both physical and mental activities for the stating of the skills and knowledges. Sample sheets from the basic skills have been included as well.

It is suggested that the reader review the sample task analysis carefully as this will provide clues that will help you in structuring any analysis your district might do. Let me point out that all skills and knowledge statements start with "Is able to". This was an outgrowth of experience that provided the direction and conformity needed. You should also notice that each statement is one skill or one concept. This stops the problems of the statement being half right or half wrong.

Perhaps it would be of assistance to know that our experience indicates that a trained task analysis writer and his/her consultants will take some eighty hours to develop this instrument. It them takes about three hours per instrument to administer it in the field.

While you may wish to survey greater numbers than we did, our time and dollars limited us to fifteen persons within each job title. We structured the administering of it under the following guidelines:

1. Persons must be holding the job at present.
2. Held the job 1-5 years.
3. No supervisors responded to instrument.
4. Sample stratified and randomized according to number of positions within a business so you get a cross section of small, medium, and large firms.

When the results are compiled, one instrument in a given field, responded to by 4-5 occupations within it, can then give you the common skills and knowledges between occupations, thus, automatically developing a curriculum career ladder. The trainer can then be provided with a true picture of how what he is learning relates to the rest of his field and is more likely to continue on up the career ladder if he doesn't have to go back and repeat skills already learned.

The second model is the same as the first except we are adding a physical functioning component on it. This, of course, will help to determine the kind

of adaptive devices needed for human or machine or whether it can even be done for certain handicaps.

A rough copy of the sample job analysis follows.

Job task analysis is meant to provide a curriculum responding to the needs of industry as well as the individual. It is believed that this is but one more step in providing a better education for those we serve.

CRITICAL INCIDENT ANALYSIS FOR

FOOD SERVICE PROGRAM

INCLUDING:

451 Food Service Worker in Health Care Institutions
452 Cook (General and Fast Order)
453 Baker (Institutional)
454 Waiter/Waitress/Counter Service Person
455 Salad and Vegetable Preparation Person
456 Dishwasher/Bus Person/ Stockroom Person

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INGHAM INTERMEDIATE SCHOOL DISTRICT

CRITICAL INCIDENT ANALYSIS

Occupation:

JOB SKILLS	*Entry Skill		Estimate of Performance Frequency (during a 6 month period) 0% (Never)	Up to 15% (Seldom)	16-25% (Sometimes)	26-35% (Frequently)	36%+ (Often)	Offi Use Only
	YES	NO						
MENUS AND RECIPES								
1. Is able to plan a nutritious menu	____	____	____	____	____	____	____	45001
2. Is able to adapt a menu to meet physician's orders for diets:								
a. Bland	____	____	____	____	____	____	____	45002
b. Soft	____	____	____	____	____	____	____	45003
c. Liquid	____	____	____	____	____	____	____	45004
d. Diabetic	____	____	____	____	____	____	____	45005
e. Low calorie	____	____	____	____	____	____	____	45006
f. Low sodium	____	____	____	____	____	____	____	45007
g. Low fat	____	____	____	____	____	____	____	45008
h. Low saturated fat	____	____	____	____	____	____	____	45009
3. Is able to obtain a patient's diet history	____	____	____	____	____	____	____	45010
4. Is able to figure out total calories in menu	____	____	____	____	____	____	____	45011
5. Is able to adapt menu to needs of:								
a. Children	____	____	____	____	____	____	____	45012
b. Lactating women	____	____	____	____	____	____	____	45013
c. Pregnant women	____	____	____	____	____	____	____	45014
d. Elderly	____	____	____	____	____	____	____	45015
6. Is able to standardize recipes	____	____	____	____	____	____	____	45016
7. Is able to cost a recipe	____	____	____	____	____	____	____	45017
8. Is able to plan menus for special functions:								
a. Coffee	____	____	____	____	____	____	____	45018
b. Buffet	____	____	____	____	____	____	____	45019
c. Luncheon	____	____	____	____	____	____	____	45020
FOOD PREPARATION								
9. Is able to prepare a feeding for use in nasogastric tube	____	____	____	____	____	____	____	45021
10. Is able to use recipes for small quantity cooking	____	____	____	____	____	____	____	45022

*It was required of you within the first 60 days of the job.

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INGHAM INTERMEDIATE SCHOOL DISTRICT

CRITICAL INCIDENT ANALYSIS

Occupation:

JOB KNOWLEDGES	Check what a beginning (entry) does and does not need to know to do the job he has to do. Absolutely Necessary (to do skills you just checked)	Completely Unnecessary	Nice to Know	Office Use Only
1. Is able to evaluate and determine that work with foods is being done under safe and sanitary conditions	_____	_____	_____	45501
2. Is able to determine proper food service techniques	_____	_____	_____	45502
3. Is able to determine portion control as it relates to serving food and people's nutritional needs	_____	_____	_____	45503
4. Is able to select appropriate standardized recipes	_____	_____	_____	45504
5. Is able to select appropriate cooking method	_____	_____	_____	45505
6. Is able to identify causes of cooking failures	_____	_____	_____	45506
7. Is able to determine most appropriate layout and design of food service facilities	_____	_____	_____	45507
8. Is able to select appropriate resource (such as diet manuals, recipe books, and tables of food composition) to find information	_____	_____	_____	45508
9. Is able to determine if diets planned, served and/or eaten are nutritionally adequate	_____	_____	_____	45509
10. Is able to determine diet information from a diet manual	_____	_____	_____	45510
11. Is able to evaluate record of food intake for nutritional adequacy	_____	_____	_____	45511
12. Is able to use tables of food composition, such as Bowes and Church	_____	_____	_____	45512
13. Is able to select proper steam table pans for each item	_____	_____	_____	45513
14. Is able to read labels of food products for ingredients and composition	_____	_____	_____	45514
15. Is able to recognize signs of deterioration or contamination of food	_____	_____	_____	45515
16. Is able to decide which weights and measures should be used	_____	_____	_____	45516

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89 71

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INGHAM INTERMEDIATE SCHOOL DISTRICT

CRITICAL INCIDENT ANALYSIS

Occupation: _____

BEHAVIORS	Check what a beginning (entry) _____ does and does not need to know to do the job he has to do. Absolutely Necessary (to do skills you just checked)	Completely Unnecessary	Nice to Know	Office Use Only
IS DISCRETE:				
1. In furnishing information to callers and visitors to the office	____	____	____	0036
2. In using telephone for personal purposes	____	____	____	0037
DEMONSTRATES ABILITY:				
3. To accept constructive criticism	____	____	____	0042
4. To know when to make decisions and when he/she should ask	____	____	____	0043
5. To recover quickly and press on in the face of a setback	____	____	____	0072
6. To accept responsibility for the quality of his/her own work	____	____	____	0073
EXHIBITS NEATNESS:				
7. In handling tools and equipment	____	____	____	0001
8. In keeping supplies in order	____	____	____	0002
9. In the work area	____	____	____	0003
10. In grooming and dress appropriate for the job	____	____	____	0004
11. In handling work orders	____	____	____	0048
12. In all phases of production and job handling	____	____	____	0049

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capital area career center

INGHAM INTERMEDIATE SCHOOL DISTRICT

CRITICAL INCIDENT ANALYSIS

Occupation:

BASIC SKILLS	Check what a beginning (entry) does and does not need to know to do the job he has to do. Absolutely Necessary (to do skills you just checked)	Completely Unnecessary	Nice to Know	Office Use Only
BASIC MATHEMATICS, MEASUREMENT AND SPECIFICATIONS:				
1. To read and interpret common measurement devices using pounds, ounces, unit rotation	____	____	____	0447
2. To convert measurements from one unit to another	____	____	____	0450
3. To measure using conventional unit notation: linear, weight (ounces-pounds), and volume (cubic)	____	____	____	0451
4. To read, interpret, and use size-scale relationships	____	____	____	0452
5. To record measurements using appropriate unit notation	____	____	____	0453
6. To read and interpret measurements, specifications, indicated in table or chart form	____	____	____	0457
7. Is able to measure temperature to 1°F	____	____	____	0494
8. Is able to measure volume by pints	____	____	____	0495
9. Is able to measure volume by quarts	____	____	____	0496
10. Is able to measure volume by gallons	____	____	____	0497
11. Is able to maintain a log of time and duration of stay on job	____	____	____	0501
12. Is able to enter cost of items in columns and total them	____	____	____	0502
13. Is able to transfer number sequences from a source to a column	____	____	____	0505
14. Is able to add columns of numbers	____	____	____	0506
15. Is able to understand money denominations	____	____	____	0507
16. Is able to make change	____	____	____	0508
17. To be able to perform and apply simple mathematical functions of addition	____	____	____	0514
18. To be able to perform and apply simple mathematical functions of subtraction	____	____	____	0515

EQUIPMENT RECORD FORM

Occupation: _____

Name of Firm Visited: _____

EQUIPMENT (If brand name is not indicated, please insert.)		A: How many do you now have? (Indicate Number) — — — OR — — — Do you anticipate installation in 1 to 5 years? Number	B: Is the operation of this equipment a entry skill? Yes : No	C: Is the operation a part of an employment test? (If Yes, also Answer D) Yes : No	D: PROFICIENCY LEVEL (Indicate words per minute, cards per minute, speed, production, and/or accuracy requirements) Insert Description
Mixer	04501		:	:	:
Blender	04502		:	:	:
Slicer	04503		:	:	:
Buffalo Chopper	04504		:	:	:
Grinder	04505		:	:	:
Disposal	04506		:	:	:
Ranges (Gas)	04507		:	:	:
Ranges (Electric)	04508		:	:	:
Ovens (Gas)	04509		:	:	:
Ovens (Electric)	04510		:	:	:
Toaster	04511		:	:	:
Coffee Urn	04512		:	:	:
Steam Table	04513		:	:	:
Food Warmer	04514		:	:	:
Plate Warmer	04515		:	:	:
Conveyor Belt	04516		:	:	:
Microwave Oven	04517		:	:	:
Adding Machine	04518		:	:	:
Steam Jacketed Kettle	04519		:	:	:
Steamer	04520		:	:	:
Grill	04521		:	:	:
Deep Fat Fryer	04522		:	:	:
Proofer	04523		:	:	:
Vacuum Coffee Maker	04524		:	:	:
Dishwasher	04525		:	:	:
			:	:	:
			:	:	:
			:	:	:
			:	:	:
			:	:	:
			:	:	:
			:	:	:
			:	:	:

Reporting Form JOB ANALYSIS

Job Title_____ D.O.T. No._____
Done by_____ Date_____

Lifting

☐☐☐ 1. Lift objects from floor to work level (30-36"). Specify maximum weight lifted: 5 lbs.____ 10 lbs.____ 20 lbs.____ 25 lbs.____ 50 lbs.____ 100 lbs.____ more____

☐☐☐ 2. Lift and move objects horizontally at work level (not sliding). Specify maximum weight lifted: 5 lbs.____ 10 lbs.____ 20 lbs.____ 25 lbs.____ 50 lbs.____ 100 lbs.____ more____

☐☐☐ 3. Lift objects from work level to above shoulders. Specify maximum weight lifted: 5 lbs.____ 10 lbs.____ 20 lbs.____ 25 lbs.____ 50 lbs.____ 100 lbs.____ more____

Carry

☐☐☐ 4. Carry objects, in hands, arms or on back or shoulders. Specify maximum weight carried: 5 lbs.____ 10 lbs.____ 20 lbs.____ 25 lbs.____ 50 lbs.____ 100 lbs.____ more____

Specify distance carried: 3 yards or less____ up to 10 yards____ up to 50 yards____ up to 100 yards____ more____

☐☐☐ 5. Push an object so that it moves away from worker (i.e. close drawer, push cart)

Balance

☐☐☐ 11. **Keep balance while walking on slanted (ramps), uneven, slippery, or moving surface. (i.e. greens keeper at golf course)**

☐☐☐ 12. **Keep balance while walking on narrow walk area or confined spaces (12" wide) without disturbing objects on either side. (i.e. frame welder for construction.)**

Working Positions

☐☐☐ 13. Stand independently. (i.e. barber) Keep balance without holding on or being held. On this job a person must stand: 100% of the time____ 75% or more____ 50% or more____ 25% or more____ 5% or more____ Less than 5% of the time____.

☐☐☐ 14. Sit, on chair, bench, stool, floor or in machinery as in driving a truck. Keep balance sitting without holding on or being held. On this job a person must sit: 100% of the time____ 75% or more____ 50% or more____ 25% or more____ 5% or more____ Less than 5% of the time____.

☐☐☐ 15. Kneel or crouch, and keep balance without hands. (i.e. plumber) On this job a person must kneel or crouch: 100% of the time____ 75% or more____ 50% or more____ 25% or more____ 5% or more____ Less than 5% of the time____.

☐☐☐ 16. Crawl - move about on hands and knees. (i.e. plumber) On this job a person must crawl: 100% of the time____ 75% or more____ 50% or more____ 25% or more____ 5% or more____ Less than 5% of the time____.

23. Turn whole arm all the way. (i.e. turning a large crank, working a manual mimeograph machine).

Grasp

24. Grasp and hold large object (i.e. book, hammer, baseball, etc.)

25. Grasp and hold small object (i.e. pins, small nuts and bolts, etc.)

Non-Ambulatory Leg Use

26. Depress and release leg controls, or any activity requiring motion of whole leg. (i.e. use a treadle, truck clutch).

27. Depress and release foot controls, or any activity requiring motion of just ankle and foot. (i.e. accelerator of car)

28. Push with considerable force on object or mechanism with leg(s). (i.e. stop truck with standard brake.)

35. Co ordinated use of two or more limbs at the same time. (i.e: piano player, car driver) Specify: Both Arms ___ Arm(s) and Leg(s) Together____ Both Legs____.

36. Use limbs quickly without loss of accuracy. Mark only if speed is necessary for job. (i.e. typist, printer, stenographer). Specify which limbs must be used quickly: Hand(s)____ Arm(s)_ __ Leg(s)____ Foot(Feet)____.

Touch

37. Detect size, shape, texture, and/or position of objects by touch alone. (i.e. find rough areas to be sanded on woodworking)

38. Ability to detect temperature, pressure and pain by touch alone. Mark only if it is necessary to do the job. (i.e. tell if machine is overheating).

39. Detect and react to variations in pressure as felt through feet or legs. (i.e. use clutch)

Communication Skills

40. Hear various sounds differentiate between them. (i.e. warning bell, machinery rattle, or speech)

41. Talk. Includes ability to understand spoken words as well as use intelligible speech at normal conversational level. (i.e. salesman)

42. Talk, above background noise. Includes selective listening and understanding of speech, and loud speaking. (i.e. shop foreman)

43. Communicate through written words. Includes reading and writing. (i.e. proofreader, editor, mailman)

44. Communicate through diagrams. Includes reading and recording information on graphs, charts, blue prints, forms, etc. (i.e. construction worker, carpenter, tailor.)

Vision

45. Clear vision at close range, 20 inches or less. (i.e. inspecting or sorting)

46. Clear vision at medium range, 20 inches to 20 feet. (i.e. interior decorator)

47. Clear vision at long range, 20 feet or more. (i.e. see across room, use transit for surveying)

☐☐☐ 61. Atmospheric conditions which effect the respiratory system or the skin. Please specify:

- ☐ Fumes--Smoky or vaporous exhaust, usually odorous, thrown off as the result of combustion or chemical reaction. (i.e. auto exhaust fumes)
- ☐ Odors--Noxious smells (i.e. ammonia)
- ☐ Dusts--solid particles suspended in the air (i.e. flour)
- ☐ Mists--liquid particles suspended in the air. (i.e. spray paint)
- ☐ Poor Ventilation--Insufficent movement of air causing a feeling of suffocation; or exposure to drafts. (i.e. air conditioning installer)

☐☐☐ 62. Enough noise, constant or intermittent to cause distraction, or possible injury to sense of hearing. (i.e. foundary worker, demolitians experts)

☐☐☐ 63. Sufficient vibration or strain on the body or its extremities from repeated motion or shock to cause bodily harm if endured day after day. (i.e. pneumatic hammer operator)

☐☐☐ 64. Hazards--situations where the worker is exposed to definite risk of bodily injury (policeman, fireman)

☐☐☐ 65. Must work alone, perform tasks by self isolated from others. (i.e. forestry conservation officer)

Behavioral Verbs Denoting a Mental Activity

estimate	determine	rank
rate	decide	value
appraise	settle	diagnose
weigh	speculate	deduce
balance	agree	intend
judge	resolve	purpose
solve	gauge	design
expect	perceive	

Behavioral Verbs Denoting a Manipulative, Physical Activity

prepare	haul	equalize
ready	dispatch	conjugate
condition	fetch	direct
adapt	bring	point
adjust	obtain	aim
qualify	illustrate	turn
equip	exhibit	bend
furnish	display	train
collect	indicate	inscribe
gather	select	register
accumulate	locate	tabulate
bunch	situate	list
cluster	place	converse
group	allocate	communicate
bundle	tally	pen
package	tie	catalogue
transport	touch	mark
convey	reach	jot
conduct	balance	note
tote	team	post

BASIC SKILLS

Basic skills deal only with general statements on requirements in reading, writing, measurement, arithmetic and blueprint reading. All other skills should be listed under JOB SKILLS.

BASIC MATHEMATICS, MEASUREMENT AND SPECIFICATIONS:

0402 To have a basic understanding of algebra.
0431 To have a basic understanding of trigonometry.
0440 To understand the use of decimals in measuring tolerances and clearances.
0441 To recognize degrees of rotation. (example: 10 degrees)
0446 To be able to solve problems related to place and solid geometry.
0447 To read and interpret common measurement devices using feet, inches, pounds, ounces, unit rotation.
0448 To interpolate and extrapolate measurement values.
0449 To estimate and approximate measurements.
0450 To convert measurements from one unit to another.
0451 To measure using conventional unit notation: linear (length-distance), weight (ounces-pounds), size (area), and volume (cubic).
0452 To read, interpret, and use size-scale relationships.
0453 To record measurements using appropriate unit notation.
0454 To read and interpret basic graph relationships.
0455 To measure, compute, and estimate perimeter, areas, and volumes.
0456 To read and interpret coefficient measurements.
0457 To read and interpret measurements, specifications, indicated in table or chart form.
0458 To read and interpret board feet measurements.
0459 To read and interpret carpenter's rules and measurement tapes.
0472 To measure accurate to 0.01 inches.
0490 Is able to measure length to 1/4 of an inch.
0491 Is able to measure length to 1/8 of an inch.
0492 Is able to measure length of 1/16 of an inch.
0493 Is able to measure to 1/32 of an inch.
0494 Is able to measure temperature to 1° F.
0495 Is able to measure volume by pints.
0496 Is able to measure volume by quarts.
0497 Is able to mesure volume by gallons.
0498 Is able to measure using a micrometer to .020".
0499 Is able to measure using a micrometer to .010".
0500 Is able to measure using a micrometer to .002".
0501 Is able to maintain a log of time and duration of stay on a job.
0502 Is able to enter cost of items in columns and total them.
0503 Is able to determine sales tax.
0504 Is able to determine time on a job and determine customer labor cost.
0505 Is able to transfer number sequences from a source to a column.

BASIC MATHEMATICS, MEASUREMENT AND SPECIFICATIONS (continued)

0506 Is able to add columns of numbers.
0507 Is able to understand money denominations.
0508 Is able to make change.
0514 To be able to perform and apply simple mathematical functions of addition.
0515 To be able to perform and apply simple mathematical functions of subtraction.
0516 To be able to perform and apply simple mathematical functions of multiplication.
0517 To be able to perform and apply simple mathematical functions of division.
0518 To be able to perform and apply mathematical functions of addition using money.
0519 To be able to perform and apply mathematical functions of subtraction using money.
0520 To be able to perform and apply mathematical functions of multiplication using money.
0521 To be able to perform and apply mathematical functions of division using money.
0522 To read and interpret common measurement devices using feet.
0523 To read and interpret common measurement devices using inches.
0524 To read and interpret common measurement devices using pounds.
0525 To read and interpret common measuremnet devices using ounces.
0526 To read and interpret common measurement devices using unit rotation.
0527 To measure using conventional unit notation: linear (length-distance).
0528 To measure using conventional unit notation: weight (ounces-pounds).
0529 To measure using conventional unit notation: size (area).
0530 To measure using conventional unit notation: volume (cubic).
0531 To visualize size - space relationships. (Will this carton fit in that space or how much space is needed to stow the item?)
0532 To be able to compare numbers accurately and quickly.

BASIC READING, WRITING, AND SPEAKING SKILLS:

0404 To be able to read and comprehend statistical data.
0405 To be able to write words and numbers legibly.
0406 To be grammatically correct in speaking.
0409 To be able to speak pleasantly and courteously in person and on communication devices.
0410 To be able to spell.
0419 To be able to use alphabetic and numeric systems.
0423 To be able to read and interpret drawings and specifications.
0424 To be able to make drawings.
0425 To be able to maintain information and cost records for reporting purposes.
0442 To understand and properly complete manufacturers' warranty claim forms.
0460 To read and interpret building codes.
0461 To read and interpret building permits and licenses, the forming square, mechanical drawing relationships, and orthographic projection views.
0467 Knows building trades vocabulary.
0469 To be able to read at a level sufficient to indicate understanding and follow directions in equipment manuals and code books.
0470 To be able to read at a level to interpret labels and directions on labels.
0474 To be able to record drawings.
0478 Knows vocabulary of related industry.
0479 To be able to communicate effectively with fellow workers and business people.
0533 To be able to compare names accurately and quickly.

VOCATIONAL ASSESSMENT OF HANDICAPPED INDIVIDUALS

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Improved citizenship and economic self-sufficiency are reasonable outcomes for many handicapped students following responsible participation in educational programs. In support of this idea, we present a process which we think can be helpful in developing programs to serve handicapped individuals. Vocational assessment, based realistically on the needs of the work community, specific jobs, and student needs can be a beginning for many people.

Basic Assumptions

We believe there are basic assumptions which support vocational assessment and preparation for handicapped students. These concepts are a starting point for thinking about vocational assessment.

The first assumption is that the handicapped person can develop skills with which he can manage himself as a socio-economic being. This illuminates a need and presents a challenge.

Secondly, it is possible to acquire and develop information with the individual which specifies current functioning and developmental needs, desires and capacity. Assessment and exploration by the student and professionals is a large part of evaluation.

Third, it is possible to identify and plan specific changes that the individual must accomplish in order to perform satisfactorily. The emphasis needs to be on the individual.

Fourth, activities which will contribute to achieving the necessary changes can be stated. These activities need objectives, a plan of action and commitment to be useful.

Finally, we must make the assumption that we are able, ready, and willing to attack the problems created by the handicapping conditions of students.

Developing Vocational Assessment

The goal of assessment is to identify the vocational potentials of handicapped individuals. A number of activities are necessary to develop the program. An overview of basic steps follows. A great deal of time, thought and effort is necessary to accomplish the job. Integral components are community surveys, job analysis and development of an assessment process.

Community Surveys:

1. Develop a list of businesses and/or industries within the community to be studied.
   A. Contact local Virginia Employment Commission
   B. Refer to the Industrial Directory of Virginia published by the Virginia State Chamber of Commerce.
   C. Other contacts within the community.

2. Preparation for the job analysis
   A. Analyst must become familiar with the technologies of the job(s) and characteristics of the business and/or industry to be studied.

      -Technical literature on business and/or industry processes and job descriptions prepared by trade and business associations, trade unions, etc.
      -Contact local library for books, periodicals and other technical information available.
      -Catalogs, flow charts, organizational charts and process descriptions already prepared by the establishment
      -Refer to the Dictionary of Occupational Titles, Volume 1 - Definions of Titles (3rd Edition). This document contains names and definitions of the various occupations in the economy, arranged alphabetically according to job titles.

   B. Advantages of advanced planning:

      -Analyst will be able to talk intelligently to management, supervisors and workers in a language common to all.
      -Background information will help the analyst to observe and evaluate job tasks and processes objectively without loss of time

3. Making business and/or industrial contacts
   A. Arrangements for the analysis must be made with management, i.e. industrial relations director, personnel director, etc.
   B. Purpose and general plan of procedure for the job(s) or plant study must be discussed and agreed upon by management.
      -Special Note: Frequently, approval for a study can be obtained by showing management how the results of the job analysis can be applied directly to its own problems of personnel management.
   C. Provide management with a statement outlining what you plan to do and what techniques you plan to use. (Statement can also be used to acquaint other appropriate personnel with the purpose of the analyst's visit.)
   D. If labor unions are involved, explanation of the study many have to be made to the officials of the labor union.
   E. Analyst should arrange the following with management, if possible, prior to actually conducting the study:

      -Tour of the business or industry to obtain an overall view of the operation, familiarize himself with the general processes and to observe the flow of work.

-Introduction with specific personnel with whom he will work during the study.
-Obtain an organizational chart, list of job titles, flow charts, etc.

4. Job analysis methods and techniques
   A. Observation/interview - Observe workers performing their jobs and interview workers, supervisors and others who have information pertinent to the job.

      -Analyst observes the worker perform a complete work cycle before asking any questions.
      -Analyst observes and interviews simultaneously.

   B. Interview techniques

      -Introduce yourself and put the worker at ease by learning his name in advance.
      -Discuss what you plan to do and why.
      -Encourage the worker to talk by always being courteous and showing a sincere interest in what he says.
      -Only ask relevant questions and only ask one question at a time.
      -Talk with the worker in plain, easily understood language.
      -Control the interview with respect to the economic use of time.
      -Help the worker to think and talk according to a logical sequence of duties.
      -Phrase questions carefully so that answers will be more than "yes" or "no".
      -Do not take issues with the workers statements.
      -Do not permit yourself to be influenced by your personal likes and dislikes.

   C. Alternate approaches to gathering information

      NOTE: Utilization of the observation/interview method may not be feasible, i.e. security reasons, reluctance on the part of management to allow the analyst to observe manufacturing processes, noisey working conditions, employer's request not to disturb the worker, etc.

      -Interview workers, supervisors and/or management in a place outside the immediate work environment.
      -Analyze the establishments job descriptions supplemented by discussions with management and technical personnel.
      -Obtain job descriptions, specifications, hiring requirements for certain jobs from associations, societies, and other similar organizations.

5. Verification of job analysis
   A. Verify job data, especially technical or trade terminology, with foreman or department head.
   B. Verify completed job analysis with proper official.

6. Conclusion
   A. A letter of appreciation should be written to the business and/or industrial management expressing appreciation and cooperation given to the analyst.

Job Analysis:

1. What is it?
   Job analysis - Process of breaking a job down into its simplest steps or parts in order to identify the worker traits and the educational, intellectual and physical requirements of a job. It involves a systematic study of a worker in terms of:

   -What the worker does.
   -Methods and techniques used to do the job.
   -Machines, tools, equipment, etc. used to do the job.
   -Materials, products, services, etc. which are a result of the job.
   -Traits required of the worker.

2. Job Analysis Utilization:
   (Important for supplying occupational information needed for manpower development)

   -Vocational counseling
   -Training
   -Performance evaluation
   -Recruitment and placement
   -Better utilization of workers
   -Job restructuring
   -Safety

3. Job Analysis Components:
   A. Determine job limits - (it is necessary to determine what jobs are and their precise limits; that is, where the job begins and ends.)

      -Analyst must report the job as it exists at the time of the analysis, not as it should exist, not as it has existed in the past, and not as it exists in similar establishments.
      -Every job analysis should represent a description of one job - no more and no less.
      -Specific situations the analyst encounters in doing job analysis:

         1. Worker performs a specific cycle or sequence of operations. The analyst should begin with the first task and consider the work tasks successively.
         2. The worker has no regular cycle of operations. The analyst should organize the information according to function.
         3. The worker frequently changes from one set of tasks to another.
         4. The worker performs a given set of tasks, although in emergencies, he performs other sets of tasks involved in other jobs.

B. Categories of Information (Job Analysis Checklist):

1. Job title - Record the exact title of the job on the checklist.
2. Job description - Watch at least two different employees perform the job. Write a narrative description of the tasks performed, materials and equipment used, etc. Write short concise sentences which describe only what the employee does while you are watching. Omit all adjectives, adverbs and descriptive phrases not essential to describe the job.
3. Work performed - List each task performed in the job according to sequence. The operations are related and may be performed in a repetitive manner (such as production worker) or they may be performed as needed (such as stock clerk or auto service station attendant). Each task should be concise, beginning with the action verb and ending with the object.
   Most important aspect of a complete job analysis - For example, a job operation composed of 6 tasks - the person might be able to perform 5 of the 6 tasks but would not be able to function in the job because he could not do the sixth. Modification of the task may be possible, but it is almost impossible to modify the complete job operation.
4. Skills and Education Required - Through observation and interviewing the worker and his supervisor, a list of skills and formal education required to do the job.
5. Experience Requirements - List the type and length of job related experience necessary to do the job.
6. Physical Demands and Working Conditions - Record the factors relevant to the job being studied. For example, the factor "pushing" may involve a weight being pushed. The type and amount of weight should also be recorded.
7. Factors Requiring Modification - Study each job task and physical or environmental factor that the client cannot perform or tolerate.

   -List each task and/or factor on the checklist with a short explanation of why they cannot be performed; for example, a task requires lifting a 50 pound weight but medical reports indicate he can only life 25 pounds.

8. Job Modification - After each job task or physical and/or environmental factor which the client cannot perform or accommodate, devise a way to modify that task or factor.

   -Modifications which can be made on a local level are as follows:

   a. Special orthopedics and prosthetics to support the body or extremities.
   b. Jigs and guides which replace lost range of motion or visual limitations.
   c. Adjusting height, shape and angle of chairs and workbenches.
   d. Re-arranging the work site to enable a non-ambulatory employee to reach all tools, materials and controls from a stationary position.

e. Increasing the diameter of handles, levers, etc., in order for spastic employees to grip these items.
f. Transferring an activity usually done with a hand or foot to the knee, elbow or chin.

Assessment Process

A wide variety of approaches have been implemented to accomplish vocational assessment (Neff, 1968). Approaches vary widely in complexity and comprehensiveness. Our chosen task is to present a model of vocational assessment processes which recognize many of the needs presented by handicapped students. It can be implemented following the completion of community surveys and job analysis to meet local needs. This model is for use after student selection has been completed.

Vocational Assessment Model for Handicapped Students

1. Intake and Orientation

   A. Select and enroll students
   B. Explain purpose of assessment to student and orient to program

2. Biographic Study

   A. Develop social, work, educational, family and medical/physical history to identify strengths and weaknesses.
   B. Pinpoint current needs which may include those for guidance and counseling, remedial or other education, and medical needs.

3. Psychological Study

   A. Testing and clinical interview may identify strengths and weaknesses, need for counseling and guidance, academic achievement and expectancies, interest and aptitudes.
   B. Numerous tests are available and frequently used in vocational assessments:

      1. Intelligence
      2. Multi-aptitude
      3. Character and personality
      4. Achievement and reading
      5. Vocational interests, aptitudes, manual dexterity, mechanical ability and adjustment.

   C. Follow up psychological services may be needed and information can be used for program planning.

4. Occupational Information and Exploration

   A. Provide occupational information through slides, films, discussion, reading and tours in business and industry.

B. Identify knowledge of world of work and job seeking skills and needs for counseling and instruction.

5. Work Evaluation (Pre-Vocational)

A. Assess individual's vocational strengths and weaknesses utilizing real or simulated job tasks or work samples which require the student to perform using materials, tools and processes of a job.
B. Identify ability to perform tasks assigned, learn new tasks, follow instructions, and observe and record work related behaviors such as punctuality, attendance, peer and staff relationships.
C. Identify physical capacity to sit, stand, kneel, bend, stoop, lift, gross and fine dexterity, and work for extended periods of time.
D. Numerous work evaluation tools exist such as those listed below:

1. Commercial Work Samples System*

a. The Tower System
b. McCarron-Dial Work Evaluation System
c. Philadelphia Jewish Employment and Vocational Service (JEVS)
d. Singer Vocational Evaluation System
e. Talent Assessment Programs
f. Valpar Component Work Sample Series
g. Wide Range Employment Sample Test
h. Comprehensive Occupational Assessment and Training System

2. Original Community oriented work samples can also be developed based on the job analysis and information from the Dictionary of Occupational Titles. **

E. Analyze and report results using all available information including medical needs, guidance and counseling needs, mobility needs, job preparation and skill training, academic needs, behavioral change needs and job modification.

6. Plan Vocational Preparation Program and/or Job Placement Jointly

A. Behavior change
B. Education, remedial, or otherwise
C. Vocational preparation and skill training
D. Guidance and counseling support

* The Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin -- Stout, Menomonie, Wisconsin, 54751, can provide much information regarding the Vocational Evaluation.

** One resource for developing work samples is The Work Sample: Reality Based Assessment of Vocational Potential, a handbook developed by The Experimental Manpower Laboratory at Mobilization for Youth, Incorporated, 271 East Fourth Street, New York, New York, 10009.

E. Environmental modification implementing necessary changes

7. Follow Up Preparation Program

A. Evaluate progress periodically
B. Implement changes indicated by evaluation

8. Job Placement

A. Use job placement assistance of job ads, employment assistance groups and employers.
B. Evaluate placement periodically for job satisfactories, progress and problems.

Summary

Vocational assessment for handicapped students as we have it presented requires the efforts of many. Community resources are critical to success and need to be utilized and involved. A systematic, comprehensive approach to assessment is situational and developmental rather than absolute. Continual evaluation for students and the assessment program is integral to a successful process.

REFERENCES

Neff, W.S. Work and Human Behavior. Chicago: Aldins Publishing Company, 1968, pp. 169-183.

CRITERIA AND APPROACHES

FOR JOB PLACEMENT AND EMPLOYMENT

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Introduction

Three significant and appropriate concerns of persons privileged to work with the handicapped and disadvantaged are:

1. to assess or identify the work-related characteristics of their clients or students;

2. to develop these characteristics so that their clients/students are job-ready and, once placed;

3. to develop other specific job-related characteristics so that the clients/students remain employed and grow on the job.

To respond to these concerns, this paper will present:

1. a practical, easy-to-use system for assessment of the clients'/students' job-related characteristics;

2. concrete and specific strategies for developing their characteristics so that the clients/students can be placed on the job at the "right time";

3. a system that enables the teacher-coordinator to collaborate effectively with the employer in both maintaining the students on the job and helping them personally grow in their employment.

The instruments and strategies in this paper were developed for State of Illinois Project C.A.P.E. A complete description of the instruments in Project C.A.P.E. is available by contacting Mr. John Sweeney, Head Consultant, D.A.V.T.E., I.O.E., 100 North First Street, Springfield, Illinois, 62706.

Before the C.A.P.E. system is presented, three "up-front" statements are important to consider:

1. the C.A.P.E. designs are models which each teacher/counselor must adapt to the specific circumstances that obtain in their area;

2. the C.A.P.E. approach to job placement and development is rooted in two principles, the Characteristic Principle and the Employment Development Principle.

The Characteristic Principle states that:

> if a student possesses at a minimal level, and develops specific characteristics, then the student's probability of success in a program and on the job will be high.

The Employment Development Principle affirms that:

> the teacher-coordinator will improve a student's job characteristics by introducing to, and collaborating with, the employer in using critical elements effective in improving the job behavior of special needs' students.

Both of these principles will be implemented later in this presentation.

3. the C.A.P.E. system allows for maximum individualization in that the elements of the system, such as the Profile and the Criteria, are applicable uniquely to each student at points of assessment, development for job readiness and on-the-job development.

The Assessment of the Individual's Job-Related Characteristics

In order to develop the student/client for a job, it is important:

1. to know what strengths the individual possesses with respect to important job-related characteristics;

2. to build upon these strengths so that the student reaches, over all characteristics, an appropriate level for job placement.

To conduct this assessment, the C.A.P.E. presents a Profile and a set of Criteria. The technique for using this Profile, along with relevant Criteria, is demonstrated through the following illustration.

A student/client, Terry, applies or is referred to your program. You base your assessment interview on the 7 characteristics on the Assessment Profile in Appendix I.

ASSESSMENT

To begin with, you review Terry on the first of the 7 characteristics, Willingness to Work. Referring to the CRITERIA in Appendix II, you calculate the number of points to be assigned Terry on the Willingness to Work characteristic by the student's/client's response to the criteria in question form such as:

> "Terry. how much do you want to work?" Answer yields 0 or 2 points;
> "Have you worked before on a regular job?" Answer yields 0 or 2 points;
> "Why do you want to work?" Answer yields 0 or 2 points;
> "Do you have special reasons that require you to work, such as sickness or a need at home?: Answer yields 0 or 2 points.

Terry's responses yield a score ranging from 0 to 8 maximum; for simplicity, only an 8 point maximum is recorded on the Assessment Profile. Suppose Terry scores 4, then circle the 4 on the Assessment Profile column, Willingness to Work; see Appendix I.

Refer to other characteristics, calculate and plot scores on columns until all characteristics are reviewed. Include special ones you might add as "critical" or simply additional. The results yield an Assessment Profile.

The Development of the Individual for Job Placement

With the Assessment Profile, a clear and complete picture of the individual's job-related strengths is obtained and readily available to the teacher/counselor on a one-page instrument.

It is at this point that the teacher or counselor must work hard to prepare the individual for eventual job placement through targeting characteristics that need improvement and by designing strategies that will insure this improvement.

Before targeting and improving these characteristics, it is important, however, that there be an appropriate time interval between assessment and job placement. This interval of time is very important because it will:

1. allow for the profile to be "tested out" or validated to determine if what is seen on the Profile squares with the student's/client's actual behavior patterns;

2. allow the teacher/counselor enough time to target and improve the job-related characteristics;

3. allow the student to become accustomed to thinking and acting according to identified goals and specific strategies designed to reach these goals.

Setting goals to improve characteristics and designing strategies to reach these goals are at the very heart of the Development-For-Placement Program.

To present this Program, let us return to the narrative on Terry, the student/client. If the Profile describes Terry at or above 6 on all characteristics, then Terry appears to be ready for placement. Based on the 7 characteristics reviewed, Terry can be placed with a high probability of successful employment.

If Terry's profile describes the student/client at 4 on some characteristic and 6 on others, then the teacher/counselor targets for development those characteristics on which Terry is at 4; these characteristics are worked on so that Terry moves from 4 to 6 in order to be ready for placement.

DEVELOPING CHARACTERISTICS FOR PLACEMENT

For simplicity, let us say that Terry is at 6 on all characteristics except Attendance where the score is at 4. To reach level 6 or Placement level, Terry must set up a GAME plan.

Following the PLACEMENT GAME Plan model in Appendix III, here is how Terry with your aid could reach level 6, or Placement level:

Characteristic	Participants	Goal	Approach	Motivator	Evaluation
Attendance	Terry and Coordinator/ Counselor	Not to miss more than 2 days in 6 weeks	Student with high attendance calls Terry every day before school for 2 weeks	Placement on job when goal is reached	Terry and Coordinator/ Counselor pass judgment six weeks after start

A study of this Placement GAME Plan for improving the characteristic, Attendance, shows that an effective GAME Plan must be composed of five elements: a Goal, a unique Approach, a Motivator, and some kind of Evaluation. Critical to the functioning of these elements are the significant Participants.

The APPROACH used in this example was drawn from the "Special Help" category and the MOTIVATOR came from the "Job Related" category on the list, PLACEMENT APPROACHES AND MOTIVATORS, located in Appendix IV. A more detailed analysis of the GAME Plan and its elements will be provided later in the presentation.

On a specific date, then, Terry and the teacher/counselor note that the Attendance requirement is fulfilled and Terry is placed because level 6 on the characteristic of Attendance is reached. Terry now is at level 6 on all characteristics on the ASSESSMENT PROFILE. Terry can now be placed with a probability of successful beginning employment.

A diagram on the next page shows Terry's development from Interview through Assessment to actual Placement on the job. The diagram refers to the specific Instruments and Strategies to be used at each developmental point. The shaded part refers to the Employer Awareness/Employment Development Program described next in the narrative about Terry.

The Employment Development Process

The purpose of the Employment Development (henceworth ED) Program is to provide a system with which the teacher/counselor will be enabled to collaborate with employers in helping students retain and grow on their jobs. When operating the program, the teacher/counselor must know what the specific characteristics employers want their students/clients employees to have. If the teacher/counselor does not know what these characteristics are, then these professionals are "spinning their wheels".

A recent study shows clearly what characteristics employers of special needs students want.[1] It also shows that the employers, generally, are willing to collaborate with the teacher/counselor in developing these characteristics.[2]

	I	II	III	IV	V
EQUENCE	INTERVIEW	SELECTION	DEVELOPMENT FOR PLACEMENT	PLACEMENT	EMPLOYER AWARENESS / EMPLOYMENT DEVELOPMENT
	Attendance		Attendance		Attendance
CHARACTERISTICS	Assessment Characteristics		Assessment Characteristics		Employment Levels of Characteristics
INSTRUMENTS AND STRATEGIES TO USE	For Assessment: 1. Assessment Profile 2. Assessment Criteria		For Placement: 1. Assessment Profile 2. Assessment Criteria 3. Placement Game Plan 4. Placement Approaches and Motivators		For Employment Development: 1. Employment Development Profi 2. E\D levels of Characte ic 3. E\D Game Plan 4. E\D Approaches and Motivator

The ED Program is rooted in the ED Principle (mentioned above) and in four discrete elements: the ED Profile, the ED Levels of Performance, the GAME Plan and the set of Approaches and Motivators. The Program is best illustrated by continuing the narrative on Terry.

PROFILE DEVELOPMENT AND GOAL SETTING MEETING

After Terry is placed, it's not too much to ask the employer for ten minutes time to spend discussing Terry's Employment Development Profile (see Appendix V) and, simultaneously, familiarize the employer with the ED Program. In particular, you will orient the employer to the process of goal-setting and the elements of the GAME Plan. In so doing, you implement the ED Principle by making him aware of special needs students and of ways to help that student retain and grow on the job. On placement day you sit down with the employer and Terry.

Teacher:	(Referring to the ED Profile Sheet) "Mr. Jones, Terry and I want Terry at level 4, or at the Excellent level in all of her work by the end of the marking period."
Employer:	"I would hope so, in fact, I would rather see her doing Excellent work. I want nothing but the best."
Teacher:	"That's our eventual goal, believe me, for Terry. To get Terry going, I'd like to isolate her attendance goal and set a GAME Plan today, if that's O.K."
Employer:	"Whaddya mean?"
Teacher:	"O.K. Terry is working hard on the old problem of attendance, and calling in when absent. We especially want her to be at top level on this one. So here's our GAME Plan for Terry.

With employer and Terry present you develop verbally or on paper the Attendance GAME Plan as you developed it earlier.

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1. Roche, M.; Bergmann, R.; McMahon, W.; CAPE: Criteria and Approaches for Placement and Employment of Students with Special Needs. Springfield, Illinois: Division of Adult and Vocational Education, Illinois Office of Education, 1976, pp. 33-35.

2. Ibid, pp. 47-49.

EMPLOYMENT DEVELOPMENT GAME PLAN

Participants	Goal	Approach	Motivator	Evaluation
Terry, Teacher, Mr. Jones	Attendance Always present and always calls in (Excellent or level 4)	Keep daily calendar check with teachers for 3 weeks	Terry gets to keep job	3 weeks later with Terry, You, Mr. Jones, over phone (3-way hook-up)

Although the Employment GAME Plan is developed "on the spot" with the employer, it is important that the teacher (1) choose beforehand a goal relevant to Terry's needs; (2) have ready the Appraoches and Motivators obtained from the list available in Appendix VI; and (3) conduct an evaluation follow-up.

During this first GOAL-SETTING and GAME Plan meeting, the teacher/counselor has set the stage for continual use of the ED Profile. The GOALS are set frequently by referring to the Levels of Performance (in Appendix VI), the GAME Plan (in Appendix III) and the list of Approaches and Motivators (in Appendix VII).

As problems develop on the job, they will be related to the characteristics on the Profile. However, it is possible that a crisis may occur, such as the student slowing down work. When corrected, the Profile can be referred to then by developing the column, "critical characteristics"; or additional columns may reflect unique characteristics related to a problem. The point is (1) that the ED GAME Plan is brought into play as a vehicle through which the teacher/counselor makes the employer aware of the student with special needs, and (2) proceeds to collaborate with him in helping the student by bringing into play the ED Profile, Levels (as goals), GAME Plan and appropriate Approaches and Motivators.

The manner in which you use the GAME Plan will help "make or break" the employer's involvement in helping your student retain and grow on the job. When using the GAME Plan, you are implementing the ED Principle by introducing and having employers use critical elements in improving special needs students' job behavior: (a) A Goal-centered approach; (b) Approaches and Motivators that make sense to the student; (c) Evaluation that provides feedback to the student and leads to further goals; (d) Using Participants (usually adults) who are significant to the student.

Because of the significance of the ED GAME Plan, we will: (1) describe the criteria of the GAME Plan elements; (2) provide three examples to show how to use the GAME Plan, emphasizing the variety of the combination of elements; and, (3) offer a comparative analysis of the examples to indicate how the specific elements chosen meet with the criteria. Before starting, it is important to re-emphasize the fact that the GAME Plan is a model; it may be used "on the spot" or can be pre-planned; it may be written or verbal. It need not be formally presented, but should contain all the elements suggested.

1. ED GAME Plan Criteria

   A. Participants should be significant adults; there should be collaborative efforts with employer;

   B. Goal should be short-term and concrete;

   C. Approach should be feasible and proximate ("it will work tomorrow");

   D. Motivator should be meaningful and realistic ("bought into" by student);

   E. Evaluation should provide immediate feedback given to student and to all persons involved.

2. Examples of ED GAME Plan

   PROBLEM: Ralph is chronically tardy to work, and the employer's about ready to fire Ralph.

   Three ED GAME Plans designed to solve the problem are outlined for comparison and analysis on the next two pages.

The comparative analysis conducted above does go on and should go on continually by you on a day-to-day, problem-by-problem basis. The C.A.P.E. system allows you to upgrade your ED program continually, always keeping in mind the ED Principle: the teacher/counselor is always introducing to, and using with the employer, critical elements in improving the job behavior of special needs students. The ED GAME Plan, linked with other ED elements, is the significant vehicle for improving the job behavior of the students.

Special Features of the C.A.P.E. System

The writers would like to conclude this report by pointing out the special features of the C.A.P.E. System.

1. The system provides a systematic and comprehensive approach designed uniquely for special needs students;

2. The system is adaptable to any work experience program for students with special needs;

3. The system can be used for individuals or groups of individuals on critical characteristics related to work experience success for students with special needs;

4. The system has a low-cost factor, with the materials consisting basically of the C.A.P.E. Profiles and ED Criteria/Levels of Performance; these can be easily duplicated for teachers/counselors;

	Participants	Goal	Approach	Motivator	Evaluation
Criteria	Significant Collaborative	Short-term Concrete	Feasible Proximate	Meaningful Realistic	Immediate feedback; all persons involved
GAME PLAN 1	Parents, Teacher Employer, Student-Worker	Work on time every day for 3 weeks 1 tardy	Conference with above within 3 days	Extra work on weekends	Teacher reports to all parties every 3 days
GAME PLAN 2	Employer, Student-Worker	Work on time every day for month; 2 tardies	2-person conference every Friday	Job retention or Firing	Employer tells student-worker every Friday
GAME PLAN 3	Teacher and Student-worker	Work on time every day for 3 weeks	Written contract including 2 copies of on-time calendar	Job Promotion 0.05/hr. pay raise	On-time calendar verified by teacher/ counselor and student (signed by Employer)

GAME PLAN 1

A. Participants: Teacher/counselor included parents as participants since it was recognized that they had a strong influence on this student.

B. Goal: Short-term: 3 weeks; this time limit and 1 tardy all very specific.

C. Approach: All concerned parties are brought together immediately. In this way, the problem does not smoulder and eventually lead to a firing.

D. Motivator: The teacher/counselor knows that the student-worker wants to work on the weekend. Thus, this is an appropriate motivator for this student-worker.

E. Evaluation: Teacher/counselor keeps in contact with all concerned participants. In this way, everyone is kept informed and student's pattern of not being on time is broken.

GAME PLAN 2

A. Participants: In this situation, the employer preferred to work with the student-worker alone. The teacher/counselor, however, does not retire from the situation. Instead, the employer is assisted in developing an appropriate GAME Plan relying on personal knowledge of the student-worker. He also remains involved with the student in 2 ways: making sure that the student-worker understands and accepts the goals of the employer, and supporting the motivating elements chosen by the employer.

B. Goal: One month is Short-term; 2 tardies is very specific.

C. Approach: A conference with employer and student-worker. While the teacher/counselor is not directly involved, she is so indirectly by speaking with both parties.

D. Motivators: Firing: Meaningful for this student since he wishes to retain the job.

E. Evaluation: Conducted by the Employer; the teacher/counselor's role is to help the employer make a positive and realistic evaluation.

GAME PLAN 3

A. Participants: In this situation, the teacher/counselor knows that the employer does not want to be invloved in taking an active part in helping the student. Moreover, the parents do not have a great influence on the student-worker.

B. Goal: Short-term goal of 3 weeks; specific: on time, every day.

C. Approach: A written contract signed by the teacher/counselor, student-worker and, if possible, employer and parents. Moreover, a calendar is inserted in the student-worker's folder to serve as a daily verification of punctuality.

D. Motivator: Chosen because a job promotion is important to the student-worker. The pay raise is an additional motivator but is spelled out.

E. Evaluation: The calendar is taken to the employer by the teacher/counselor and verified by the employer.

5. The system is easy to use, is easily understood by teachers, counselors, administrators, employers, and above all, by students/clients; a field test and present use by a number of teachers in the State of Illinois reflect these facts;

6. The system enables all personnel to target areas for improvement with high specificity and clarity; the Placement and ED GAME Plans and other elements of Illinois Project C.A.P.E. can be used for targeting characteristics for improvement;

7. Curricula changes can now be made with greater specificity and on the basis of solid assessment information;

8. The Profiles, Criteria, Levels of Performance and GAME Plans can be used in the classroom, on the job, and individually, or in groups as teaching instruments.

APP...

ASSESSMENT PROFILE

Telephone#_____ Name_____

Social Sec.#_____ Grade_____ Age_____

8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7
— 6 —	— 6 —	— 6 —	— 6 —	— 6 —	— 6 —	— 6 —	— 6 —	— 6 —	— 6 —
5	5	5	5	5	5	5	5	5	5
— 4 —	— 4 —	— 4 —	— 4 —	— 4 —	— 4 —	— 4 —	— 4 —	— 4 —	— 4 —
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
WILLINGNESS TO WORK	HONESTY	ATTENDANCE	PUNCTUALITY	COMMUNI-CATION SKILLS	FAMILY SUPPORT	PHYSICAL/ INTELLECT-UAL ABILITIES	CRITICAL CHARACTER-ISTIC	ADDITIONAL CHARACTER-ISTIC	ADDITIONAL CHARACTER-ISTIC

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ASSESSMENT CRITERIA

PURPOSE: To provide criteria by which the coordinator determines by a point system the student's position on each characteristic on the SELECTION/PLACEMENT PROFILE.

WILLINGNESS TO WORK	HONESTY	ATTENDANCE
4 Selection 6 Placement	4 Selection 6 Placement	4 Selection 6 Placement
2 Student expresses a strong desire to work	2 Student has no record of Stealing in the school or community within the past 6 months	4 Over a four-week period, student does not miss more than two school days
2 Student has worked before on regular job	2 Student has no record of Cheating in the school within the past 6 months	6 Over a six-week period, student does not miss more than two school days
2 Student has appropriate reason for working (e.g. buying things I want; vs. job gets student out of school)	4 Student has no record of Stealing in the school or community within the past 12 months	
2 Student has special/obligatory reason for working (e.g. sickness at home, strong financial need)	4 Student has no record of Cheating in the school within the past 12 months	
2 Student completes assigned tasks in school		
2 Student improves in behavior and grades		

ASSESSMENT CRITERIA

PUNCTUALITY	COMMUNICATION SKILLS	FAMILY SUPPORT
4 Selection 6 Placement	4 Selection 6 Placement	4 Selection 6 Placement
4 Over a four-week period, student is not tardy more than two times	2 Student gets along satisfactorily with other students	2 Parents are in favor of student's being in the program
6 Over a six-week period, student is not tardy more than three times	2 Student gets along satisfactorily with school adults	2 Parents are in favor of student's working
	2 Student gets along satisfactorily with parents or employers	2 On occasion, parents are willing to change their schedule to accomodate student's work schedule (e.g. drive student to work; plan vacation with student's work schedule in mind)
	2 Student has no referrals, suspensions, or truancies within the last grading period	2 If parents are unable or unwilling to accomodate their schedule, they are willing to meet with student and coordinator to discuss alternatives
	2 Student has ability to accept a teacher's order	2 Student's communications with parents are generally positive
	2 When confronted, student is able to control feelings	

ASSESSMENT CRITERIA

PHYSICAL/INTELLECTUAL ABILITIES	CRITICAL CHARACTERISTIC	ADDITIONAL CHARACTERISTIC
4 Selection 6 Placement	4 Selection 6 Placement	4 Selection 6 Placement
2 Student has ability to follow most orders from adults		
2 Student has ability to concentrate on single tasks		
2 Student has survival skills: basic math, and reading abilities		
4 Student has physical and intellectual abilities for one or more jobs within the program		
6 Student has the physical and intellectual abilities for a specific job that is <u>currently</u> available		

APPENDIX III

PLACEMENT GAME PLAN MODEL

(ED " " ")

CHARACTERISTICS	PARTICIPANTS	GOAL	APPROACH	MOTIVATOR	EVALUATION
WILLINGNESS TO WORK					
HONESTY					
ATTENDANCE					
PUNCTUALITY					
COMMUNICATION SKILLS					
FAMILY SUPPORT					
PHYSICAL/INTELLEC-TUAL ABILITIES					
CRITICAL CHARACTERISTIC					
ADDITIONAL CHARACTERISTIC					
ADDITIONAL CHARACTERISTIC					

PLACEMENT APPROACHES AND MOTIVATORS (See Next Page vii)

PURPOSE: To provide to the teacher-coordinator an inventory of approaches and motivators that have been found helpful in designing an effective Placement Game Plan.

PLACEMENT APPROACHES AND MOTIVATORS

APPROACHES

Special Help

1. Individual counseling
2. Group counseling
3. Parent conference; parents along with student
4. Coordinator conference with student alone with selected teacher(s)
5. Student group discussions
6. Assertiveness training
7. Staffing
8. Role playing/reversal
9. Temporary exclusion from program
10. Selective reinforcement of behavior
11. Student helping student set and attain goals

Goal Setting and Development

1. Developing behavioral contract
2. "Student-Designed Goals"
3. Developing a GAME plan (See Game Plan Sheet)
4. Developing a list of behaviors for which fines will be levied (school and parent permission)
5. Student keeps attendance and behavior records in programs
6. Well-Dones Group Approach
7. Setting personal goals
8. Setting financial goals
9. Student Participates in making rules: Program,Class, Projects
10. Student keeps records of goals and accomplishments

Teaching

1. Tutoring: Teacher to Student;Student to Student; in and out of class
2. Guest Speakers
3. A.V. Materials: Films, Cassettes
4. Field Trips within school and without school
5. Gaming and simulation techniques
6. Videotaping for job preparation
7. Tape recording
8. Relevant job-related materials furnished to student
9. Personal interest sharing (e.g., Self-concept build-up)
10. Revamp schedule and choose special teachers
11. S.I.T. Teams (Student Interview Teams for future members)
12. L.A.P.S. (Learning Activity Packages)

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MOTIVATORS

Economic/Job Related

1. Promise of a job
2. Anticipate and Spell out job financial rewards
3. Job as "freedom from 4-wall school"
4. Job as way to learn desired skills
5. Job as worthwhile action

Sense of Worth: Self

1. Provide opportunity to set and fulfill personal goals
2. Positive and negative feedback on behavior
3. Positive and negative feedback on attendance
4. Positive and negative feedback on marks

Sense of Worth: Student Group

1. Provide leadership opportunity in group projects
2. Carefully provide positive and negative opinions about student's behavior
3. Help student plan and participate in group activities
4. Two students visit and set up field trip to business

Sense of Worth: Others

Individually and/or in group setting (great carefulness)

1. Provide positive and negative feedback of coordinator
2. Provide positive and negative feedback of parents
3. Provide positive and negative feedback of teachers
4. Provide positive and negative feedback of administrators
5. Provide positive and negative feedback of pupil personnel
6. Provide positive and negative feedback of other adults/ students in school/community

* DEPENDING UPON STUDENT AND CIRCUMSTANCES SOME APPROACHES CAN BECOME MOTIVATORS AND CONVERSELY

EMPLOYMENT DEVELOPMENT PROFILE

Telephone# _____ Name _____

Social Sec.# _____ Grade _____ Age _____

Excellent	4	4	4	4	4	4	4	4	4	4
3 Very Good	3	3	3	3	3	3	3	3	3	3
2 Satisfactory	2	2	2	2	2	2	2	2	2	2
Danger of Being Fired	1	1	1	1	1	1	1	1	1	1
	TRUST-WORTHI-NESS (HONESTY)	ATTENDANCE CALLS IN WHEN ABSENT	ACCEPTS ORDERS	FOLLOWS DIRECT-ION	COMPLETES ASSIGNED TASKS	COOPERATES WITH OTHERS	INITIATIVE	CRITICAL CHARACTER-ISTIC:	ADDITION-AL CHARACTER-ISTIC:	ADDITION-AL CHARACTER-ISTIC:

APPENDIX VI

EMPLOYMENT DEVELOPMENT: LEVELS OF PERFORMANCE

PURPOSE: To locate a student on a specific level for each characteristic on the EMPLOYMENT DEVELOPMENT PROFILE.

CHARACTERISTIC LEVELS	TRUSTWORTHINESS (HONESTY)	ATTENDANCE/CALLS IN WHEN ABSENT	ACCEPTS ORDERS
4 EXCELLENT	Employer feels student worker is ALWAYS trustworthy in MOST, if not all circumstances	Student worker is ALWAYS present for work except for serious, legitimate reasons, and ALWAYS calls within adequate time when legitimately absent from work	Student worker ALWAYS accepts orders VERY WELL from employer
3 VERY GOOD	Employer feels student worker is USUALLY trustworthy in MOST, if not all circumstances	Student worker is ALMOST ALWAYS present for work except for serious legitimate reasons, and ALMOST ALWAYS calls within adequate time when legitimately absent from work	Student worker ALMOST ALWAYS accepts orders VERY WELL from employer
2 SATISFACTORY	Employer feels that student worker is USUALLY trustworthy but NOT IN EVERY CIRCUMSTANCE	Student worker is USUALLY present for work except for serious, legitimate reasons, and USUALLY calls within adequate time when legitimately absent from work	Student worker USUALLY accepts orders ADEQUATELY from employe
1 DANGER OF BEING FIRED	Employer feels that student worker is trustworthy ONLY IN LIMITED CIRCUMSTANCES	Student worker misses work too often, or OFTEN FORGETS to call or DOES NOT CALL within adequate time when legitimately absent from work	Student worker OFTEN accepts orders POORLY from employer

EMPLOYMENT DEVELOPMENT: LEVELS OF PERFORMANCE

LARACTERISTIC LEVELS	FOLLOWS DIRECTION	COMPLETES ASSIGNED TASKS	COOPERATES WITH OTHERS
4 EXCELLENT	Student worker ALWAYS follows directions of supervisor(s)	Student worker ALWAYS completes assigned tasks and does them very well	Student worker ALWAYS cooperat VERY WELL with others
3 VERY GOOD	Student worker ALMOST ALWAYS follows directions of Supervisor	Student worker ALWAYS completes assigned tasks and does them ADEQUATELY	Student worker ALMOST ALWAYS cooperates ADEQUATELY with others
2 SATISFACTORY	Student worker USUALLY follows directions of supervisor(s)	Student worker USUALLY completes assigned tasks and does them ADEQUATELY	Student worker USUALLY cooperat ADEQUATELY with others
1 DANGER OF BEING FIRED	Student worker OFTEN does not follow directions of supervisor(s)	Student worker USUALLY completes assigned tasks but DOES THEM POORLY	Student worker OFTEN cooperat POORLY with others

EMPLOYMENT DEVELOPMENT: LEVELS OF PERFORMANCE

CHARACTERISTIC LEVELS	INITIATIVE	CRITICAL CHARACTERISTIC	ADDITIONAL CHARACTERISTIC
4 EXCELLENT	Student worker ALWAYS does things on one's own in regular duties and in appropriate extra duties		
3 VERY GOOD	Student worker ALMOST ALWAYS does things on one's own in regular duties and in appropriate extra duties		
2 SATISFACTORY	Student worker USUALLY does things on one's own in regular duties and in appropriate extra duties		
1 DANGER OF BEING FIRED	Student worker SELDOM does things on one's own in regular duties or NEVER does appropriate extra duties		

EMPLOYMENT DEVELOPMENT APPROACHES AND MOTIVATORS

All Approaches and Motivators are used ordinarily in Collaboration With the Employer

APPROACHES

Special Help

1. Employer conference with student alone or with coordinator
2. Provide salary increase plan
3. Develop promotion or increased responsibility plan
4. Invite employer as guest speaker on specific topic developed with employer by the teacher
5. Selective reinforcement by employer of a specific characteristic on job (e.g. attendance)
6. Systematic exclusion from job for failure to develop a characteristic

Goal Setting and Development

1. Develop training plan with student and employer
2. Target a specific characteristic for on-the-job improvement
3. Develop GAME Plan with employer and student (use EMPLOYMENT Development GAME Plan Sheet)
4. Develop specific behavioral contract (incorporating GAME Plan)
5. Plan process of pay increase based on improvement in job and/or school characteristics

Teaching

1. Collaborate with employer in developing skills and attitudes on the job
2. Study employer's business from start to finish

Coordinator's Job-Support Activities

1. Individual counseling or conference
2. Group counseling
3. Parent conference with coordinator and student
4. Student group discussions
5. Set financial goals
6. Tutoring
7. Videotaping/Taperecording
8. Design and keep records of goals and accomplishments

MOTIVATORS

Economic/Job-Related

1. Salary
2. Job retention
3. Increase of hours
4. Salary increase
5. Work at desired hours
6. Promotion to a desired job
7. "Freedom from school"
8. "Freedom from home"

Sense of Worth: Self

1. Employer's special attention or friendship
2. Employer's positive and negative feedback
3. Achievement of specific goal using money
4. Learning desired skills
5. Sense of independence or pride
6. Ability to contribute to family

Sense of Worth: Other Employee/Student-Group

1. Positive and negative feedback on job performance by others
2. Positive and negative feedback from other students on job performance

Sense of Worth: Others

Individually or in group setting (great care) on job performance

1. Provide positive and negative feedback of coordinator
2. Provide positive and negative feedback of parents
3. Provide positive and negative feedback of teachers
4. Provide positive and negative feedback of administrato
5. Provide positive and negative feedback of pupil person
6. Provide positive and negative feedback of adults/stude in school/community

* DEPENDING UPON STUDENT AND CIRCUMSTANCES SOME APPROACHES CAN BECOME MOTIVATORS AND CONVERSELY

APPENDIX A

WORKSHOP PROGRAM

WORKSHOP ON THE DEVELOPMENT OF EDUCATIONAL PERSONNEL TO MEET THE EMPLOYMENT AND JOB PLACEMENT NEEDS OF HANDICAPPED PERSONS

January 13-15, 1977

Donaldson Brown Continuing Education Center
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Sponsored by:

Education Professions Development Act in cooperation with:

Divisions of Vocational Education, Special Education, and Vocational Rehabilitation
Virginia State Department of Education

Virginia Community College System

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University

Donaldson Brown Center for Continuing Education
Extension Division
Virginia Polytechnic Institute and State University

Workshop Director - Dr. N. Alan Sheppard

Workshop Coordinator - Ms. Nanette Pais

Thursday, January 13, 1977

8:30 AM - 10:00 AM	Registration and Refreshments Lobby of CEC
10:00 AM - 11:30 AM	GENERAL SESSION I
Presiding:	N. Alan Sheppard, Project Director
Welcome:	Dr. Mel Garner State Director for Vocational Education
	Mr. James Micklem State Director for Special Education
	Mr. Paul Breeding State Director for Vocational Rehabilitation
	Ms. Jennifer Wester Federal Programs Officer The Virginia Community College System
	Dr. Margaret Driscoll, Assistant Dean College of Education Virginia Polytechnic Institute and State University
	Dr. Daniel Vogler, Division Director Division of Vocational and Technical Education Virginia Polytechnic Institute and State University
Recognition of Guests:	Ms. Nanette Pais Workshop Coordinator
Workshop Objectives and Overview:	N. Alan Sheppard, Project Director
Introduction of Speaker:	Dr. John Hillison, Associate Project Director
Speaker:	Dr. William Halloran Bureau of Education for the Handicapped U.S. Office of Education Washington, DC
Topic:	"Critical Issues in the Job Preparation and Employment of the Handicapped"
11:30 AM - 1:00 PM	Lunch (individually arranged)

1:00 PM - 2:15 PM	GENERAL SESSION II
Presiding:	Mr. Vance Horne, Assistant State Supervisor Division of Vocational Education
Introduction of Speaker:	Ms. Nanette Pais, Workshop Coordinator Virginia Polytechnic Institute and State University
Speaker:	Mr. Clayton G. Boyd, Assistant Executive Secretary Inter-agency Committee on Handicapped Employees U.S. Civil Service Commission Washington, DC
Topic:	"Barriers to Employment of the Handicapped: Implications of New Legislation"
2:15 PM - 3:45 PM	WORKSHOP SESSION I
SESSION A	(For teams one through six)
Consultant:	Dr. Virginia Pearson, Professor Department of Special Education Central Michigan University Mount Pleasant, Michigan
Topic:	"Conducting Community Surveys to Determine Employment Opportunities for the Handicapped"
SESSION B	(For teams seven through twelve)
Consultant:	Ms. Jan Danford, Director Capital Area Career Center Mason, Michigan
Topic:	"Procedures for Conducting Job Analyses"
3:45 PM - 4:00 PM	Break: Refreshments Served
4:00 PM - 5:30 PM	WORKSHOP SESSION II
SESSION A	(For teams one through six)
Consultant:	Ms. Jan Danford, Director Capital Area Career Center Mason, Michigan
Topic:	"Procedures for Conducting Job Analyses"

SESSION B	(For teams seven through twelve)
Consultant:	Dr. Virginia Pearson, Professor Department of Special Education Central Michigan University Mount Pleasant, Michigan
Topic:	"Conducting Community Surveys to Determine Employment Opportunities for the Handicapped"
5:30 PM	Adjourn
	Dinner (individually arranged)
7:30 PM - 8:45 PM	Film Festival
	"Like Other People"
	"Mental Retardation--The Hopeless"
9:00 PM - 10:00 PM	Attitudinal Adjustment Hour

Friday, January 14, 1977

8:30 AM - 10:00 AM	WORKSHOP SESSION III
SESSION A	(For teams one through six)
Consultants:	Mr. Wayne Heatwole, Programs Supervisor for Evaluation Mr. Wendle Coleman, Unit Supervisor for Vocational Training Woodrow Wilson Rehabilitation Center Fishersville, Virginia
Topic:	"Vocational Assessment of the Handicapped"
SESSION B	(For teams seven through twelve)
Consultants:	Dr. William McMahon and Dr. Michael Roche Coordinators for WECEP Programs Principal Investigators of CAPE School District #U-46 Elgin, Illinois
Topic:	"Criteria and Approaches for Job Placement and Employment"
10:00 AM - 10:15 AM	Break: Refreshments Served

10:15 AM - 11:45 AM	WORKSHOP SESSION IV
SESSION A	(For teams one through six)
Consultants:	Dr. William McMahon and Dr. Michael Roche Coordinators of WECEP Programs Principal Investigators of CAPE School District #U-46 Elgin, Illinois
Topic:	"Criteria and Approaches for Job Placement and Employment"
SESSION B	(For teams seven through twelve)
Consultants:	Mr. Wayne Heatwole, Program Supervisor for Evaluation Mr. Wendle Coleman, Unit Supervisor for Vocational Training Woodrow Wilson Rehabilitation Center Fishersville, Virginia
Topic:	"Vocational Assessment: Implications for Determining the Training Needed to Prepare Individuals for Positions Available for Handicapped Persons"
11:45 AM - 1:30 PM	Lunch (individually arranged)
1:30 PM - 3:00 PM	GENERAL SESSION III
Presiding:	Dr. John Hillison, Associate Project Director Virginia Polytechnic Institute and State University
Introduction of Speaker:	Ms. Jennifer Wester, Federal Programs Officer State Department of Community Colleges
Speaker:	Mr. Richard Macer, Assistant Director of Vocational Education Ohio State Department of Education Columbus, Ohio
Topic:	"Inter-agency Cooperation: Improving the Delivery System of Educational-Vocational Opportunities for the Handicapped"
3:00 PM - 3:15 PM	Break: Refreshments Served
3:15 PM - 5:00 PM	Team Planning Session
5:00 PM	Adjourn

5:30 PM - 8:30 PM	Banquet
Introduction of Speaker:	Mr. Tony Faina, Assistant State Supervisor Division of Special Education
Speaker:	Dr. Ruth Diggs, Chairperson Department of Special Education Norfolk State College Norfolk, Virginia
Topic:	"Humanizing Education"

Saturday, January 15, 1977

8:30 AM - 10:30 AM	GENERAL SESSION IV
Presiding:	Mr. Tony Faina, Assistant State Supervisor Division of Special Education
Introduction of Speaker:	Mr. Vance Horne, Assistant State Supervisor Division of Vocational Education
Speaker:	Mr. Bill Eddy, Educational Programs Specialist Mideast Regional Resource Center George Washington University Washington, DC
Topic:	"Use of Resources to Aid the Handicapped"
10:30 AM - 10:45 AM	Break: Refreshments Served
10:45 AM - 11:00 AM	"What Has Happened, Where do We Go From Here?" N. Alan Sheppard, Project Director
11:00 AM - 12:00 PM	Team Planning and Staff Consultation Session
12:00 PM - 12:30 PM	Submitting Travel Reports and Reimbursement Procedures
12:30 PM	Adjourn

SPECIAL NOTES ON PROGRAM

General Sessions are open to the public; Workshop Sessions are restricted to workshop team members.

Exhibit booths illustrating curriculum and instructional materials will be on display throughout the seminar.

Dr. William McMahon and Dr. Michael Roche, consultants for Job Placement, will have conference room hours during the entirety of the workshop.

SPECIAL THANKS

Mr. Tony Faina, Assistant State Supervisor of Special Education

Mr. Vance Horne, Assistant State Supervisor of Vocational Education

Ms. Jennifer Wester, Federal Programs Officer of Community Colleges

Mr. Paul Breeding, State Director of Vocational Rehabilitation

APPENDIX B

EVALUATION OF WORKSHOP

Workshop Evaluation Scale
(Overall Mean Ratings)

Sex: F_____ M _____

Teaching Level: Junior High ____ Secondary _____ Post Secondary _____

Vocational or Non-Vocational Area: _____

Number of Years Taught: _____

Number of Years as Counselor: _____

Number of Years either as teacher or counselor working with handicapped students: _____

Part I: Directions:

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered five possible answers to each statement. The undecided answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Vocational teacher education programs need to improve the competency of teachers in working with handicapped students.	(5)	4	3	2	1

This person feels in no uncertain terms that vocational teacher education programs are inadequate in preparing teachers to function with handicapped students.

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The purposes of this workshop were clear to me.	5	4	3 (3.96)	2	1
2. The objectives of this workshop were not realistic.	5	4	3	2	1 (1.82)
3. Specific purposes made it easy to work efficiently.	5	4	3 (3.58)	2	1
4. The participants accepted the purposes of this workshop.	5	4	3 (3.92)	2	1

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
5. The objectives of this workshop were not the same as mine.	5	4	3	2 (2.68)	1
6. I did not learn anything new.	5	4	3	2	1 (1.60)
7. The material presented was valuable to me.	5	4 (4.00)	3	2	1
8. I could have learned as much by reading a book.	5	4	3	2	1 (1.72)
9. Possible solutions to my problems were considered.	5	4	3 (3.45)	2	1
10. The information presented was too elementary.	5	4	3	2 (2.08)	1
11. The speakers really knew their subjects.	5	4 (4.12)	3	2	1
12. I was stimulated to think objectively about the topics presented.	5	4 (4.00)	3	2	1
13. New acquaintances were made which will help in my future work.	5	4 (4.36)	3	2	1
14. We worked together as a group.	5	4 (4.06)	3	2	1
15. We did not relate theory to practice.	5	4	3	2 (2.34)	1
16. The sessions followed a logical pattern.	5	4	3 (3.82)	2	1
17. The schedule was too fixed.	5	4	3	2 (2.30)	1
18. There was very little time for informal conversation	5	4	3	2 (2.20)	1
19. I did not have an opportunity to express my ideas.	5	4	3	2 (2.00)	1
20. I really felt a part of this group.	5	4	3 (3.90)	2	1
21. The group discussions were excellent.	5	4	3 (3.58)	2	1
22. My time was well spent.	5	4	3 (3.96)	2	1
23. The program met my expectations.	5	4	3 (3.66)	2	1

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
24. I have no guide for future action.	5	4	3	2 (2.04)	1
25. Too much time was devoted to trivial matters.	5	4	3	2 (2.04)	1
26. The information presented was too advanced.	5	4	3	2	1 (1.84)
27. The content presented was not applicable to occupational programs.	5	4	3	2	1 (1.96)
28. Workshops of this nature should be offered again in future years.	5	4 (4.27)	3	2	1
29. Workshops such as this will contribute little to my work.	5	4	3	2 (2.10)	1
30. The research findings presented will be useful to me in my job.	5	4	3 (3.80)	2	1
31. The references available to participants were not appropriate.	5	4	3	2	1 (1.96)

Part II: Directions:

Employ the same directions as in Part I of this evaluation scale.

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. Gave a lot of practical information which can be used in my program and/or school.	5	4	3 (3.65)	2	1
2. The exchange of ideas and information was good.	5	4 (4.20)	3	2	1
3. The seminar location was poor.	5	4	3	2	1 (1.84)
4. The audio and visual arrangements were excellent.	5	4	3 (3.68)	2	1
5. The length of the meetings was fine.	5	4	3 (3.28)	2	1
6. There were not enough breaks.	5	4	3	2 (2.18)	1
7. The exhibits and/or demonstrations were quite good.	5	4	3 (3.31)	2	1

Part III: Directions:

Please indicate, by circling one of the following numbers, your feelings about the general sessions and workshop sessions.

1. How do you rate what you heard from Dr. William Halloran, the speaker at the first general session?

1	2	3	4	5
Of No Value		(3.72)		Extremely Valuable

2. How do you rate what you heard from Mr. Clayton Boyd, the speaker at the second general session?

1	2	3	4	5
Of No Value		(3.76)		Extremely Valuable

3. How do you rate what you heard from Dr. Virginia Pearson, the Community Survey consultant?

1	2	3	4	5
Of No Value	(2.76)			Extremely Valuable

4. How do you rate what you heard from Ms. Jan Danford, the Job Analysis consultant?

1	2	3	4	5
Of No Value			(4.27)	Extremely Valuable

5. How do you rate what you heard from Mr. Wendle Coleman and Mr. Wayne Heatwole, the Vocational Assessment consultants?

1	2	3	4	5
Of No Value		(3.68)		Extremely Valuable

6. How do you rate what you heard from Dr. William McMahon and Dr. Michael Roche, the Job Placement consultants?

1	2	3	4	5
Of No Value		(3.49)		Extremely Valuable

7. How do you rate what you heard from Mr. Richard Macer, the speaker at the third general session on Inter-Agency Cooperation?

1	2	3	4	5
Of No Value		(3.21)		Extremely Valuable

8. How do you rate what you heard from Dr. Ruth Diggs, the banquet speaker?

1	2	3	4	5
Of No Value			(4.00)	Extremely Valuable

9. How do you rate what you heard from Mr. Bill Eddy, the speaker at the fourth general session on the Use of Resources to Aid the Handicapped?

1	2	3	4	5
Of No Value		(3.49)		Extremely Valuable

A summary of the previous ratings seem to show that:

The participants felt the workshop gave practical information which they could use in their programs and/or schools; and, they expressed great delight in the opportunity to exchange ideas and information relative to the needs of handicapped individuals and the current status of vocational education, special education, vocational rehabilitation and community college efforts in meeting the handicapped needs.

In general, the workshop participants felt the information provided by the workshop speakers and consultants was of great value. The exchange of ideas in the workshop seemed to be also very effective. Most participants wanted extra time for group meetings and consultations.

Participant responses clearly indicated that pre-workshop information and initial workshop information could have been better. Also, more exhibits and demonstrations should have been provided. However, those extra materials available were rated as quite good.

Overall, the participants felt that their expectations of the workshop were generally fulfilled. However, many vocational rehabilitators felt the information was of less value to them than to the other workshop participants. Also, the community college participants felt that the workshop needed to include them more in discussions.

WORKSHOP FREE RESPONSE EVALUATION ANALYSIS

Workshop participants reacted to the workshop program by writing their narrative comments to five open-ended questions. Numerous comments and statements were made. These comments and statements are summarized for each question. Highlights of responses to the questions are listed below:

1. What did you hope to get out of the workshop?

More information in assistance in the job setting.

Clearer understanding of ways of meeting handicapped needs in vocational training.

Working better with other agencies.

Find ways to improve own work-study program for EMR's.

New information.

Exchange of ideas with people in the field of handicapped.

Definite plans of developing programs for the handicapped.

Hoped to contact those working with handicapped in my area - what is being done - learn more about what avenues are open to me.

More information on what to do, whom to see, what I need to get my TMR students into.

Creative ideas on placement.

How obtain services and communications.

Ways and methods of placing a client on the job.

Contacts, resources, motivation.

Learn new approaches and techniques regarding conducting community job surveys and job analyses.

A framework for relating community college purposes with services for the handicapped.

Overview of programs in Virginia.

Resource materials.

An enlightened and better understanding of the needs of handicapped.

2. What suggestions do you have for the subject matter of a future, similar workshop?

Visit handicapped facilities and talk with them.

Do some actual planning and work with curriculums.

Set up some programs geared toward each group invited.

Tell people how they can actually start the ball rolling to get some of these things accomplished.

More information on specific handicaps including moderately retarded and multi-handicapped students.

Workable mainstreaming.

Increased emphasis on the community college.

Curriculum for the handicapped.

Include handicapped placement coordinators from a VEC office in each team division.

Some group brainstorming.

More indepth knowledge regarding characteristics of handicapped persons - more special education personnel giving input.

More movies and actual work pictures.

Should be longer.

Use of more audio-visual aids.

A workshop follow-up.

More concentration on techniques.

More time for teams to work together.

Bring in handicapped students.

3. What use, if any, do you plan to make of the information from this workshop (excluding use in the spring EDVT course)?

Make colleges aware of the new laws regarding the handicapped.

Developing programs on the college level.

Ideas and materials will be used in planning.

Reevaluation of present program.

Work more closely with the school board and their priorities.

Hope to expand knowledge of handicapped students and their particular needs in own school system.

Reinforcement.

Evaluate students better and place them better.

Alter or modify services provided to the handicapped in Virginia.

Assist vocational education and special education to communicate.

Share my information with others.

Facilitate job placement skills for the handicapped.

Give feedback to training institutions.

Improve cooperation within the school districts.

Community survey activities.

Immediately begin to work with our job placement officer in developing more effective and efficient means of finding job sites for our students.

Improve instructional programs for handicapped at all levels.

4. What major needs exist in your own school divisions to more effectively deliver vocational education to the handicapped?

Staff development and education.

Source material to use as a reference for doing individual planning.

Higher priority of special education - changing attitudes.

More coordination of services for the handicapped.

Awareness of the total community.

More cooperation between vocational educators and special educators.

Inter-agency action.

Understanding the characteristics of the handicapped.

Transportation.

Funds and space.

Staff competency and administrative support.

Communication between groups.

Sheltered workshop.

Money and communication.

A diploma for our students instead of a certificate.

5. Please offer any suggestions you may have with regard to the project, the workshop, the spring field experience, or the handicapped in general.

Send forms immediately that will be needed for the field experience.

Get out and get as many people as possible on the bandwagon for this surge in education.

Keep motivation high and offer as many study opportunities as you can to people interested in this area.

I believe a closer feeling to school officials and principals for explaining this at the top level will be needed to help me do this job.

Just bring vocational education staff for the full session. I am interested in what is happening with vocational education.

Address more physically handicapped and those with emotional disorders.

Spring field experience should involve not just secondary schools but post-graduate follow-ups.

Give handouts in one general packet and hand out at the beginning of the workshop.

Program could be improved by including handicapped individuals.

A time to pull the information together is needed.

APPENDIX C

LIST OF WORKSHOP PARTICIPANTS

WORKSHOP ON THE DEVELOPMENT OF EDUCATIONAL PERSONNEL TO MEET THE EMPLOYMENT AND JOB PLACEMENT NEEDS OF HANDICAPPED PERSONS

Program Number: 7701-1315-1287

Program Dates: January 13-15, 1977

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION

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APPENDIX D

WORKSHOP INVITATION LETTER

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

December 8, 1976

Dear

The Division of Vocational & Technical Education at Virginia Polytechnic Institute and State University, in cooperation with the State Department of Education, Division of Vocational Education, Division of Special Education, Division of Vocational Rehabilitation and the State Department of Community Colleges in Virginia is sponsoring a workshop from January 13-15, 1977. The workshop, entitled" Workshop on the Development of Educational Personnel to Meet the Employment and Job Placement Needs of Handicapped Persons" is part of an E.P.D.A. project, the purpose of which is to increase the employability of handicapped persons. A second major part of the project involves a spring field experience, where those attending the workshop go into their respective communities and utilize the skills they acquired at the January workshop. For example, the individuals will be involved in doing community surveys, job analyses, vocational assessments, and job placements. An abstract of the project is enclosed for your perusal.

Forty-eight individuals from the state of Virginia have been identified to participate in the project. A vocational rehabilitator, a community college teacher, a special educator and a vocational educator from each of twelve designated districts have been identified by the State Department of Education, Division of Vocational Rehabilitation, Division of Special Education, Division of Vocational Education, and the State Department of Community Colleges. You have been identified from your division as an individual who is very much aware of the need for this project and also as an individual who has expressed an interest in handicapped persons. Thus, on behalf of the various Divisions and the project director, Dr. N. Alan Sheppard, I extend a very hearty congratulations to you and a special invitation to be a participant in our entire project.

The January workshop will convene at Donaldson Brown Center for Continuing Education at Blacksburg, Virginia. The participants are asked to travel to Blacksburg on the evening of January 12 so that they may be present for opening sessions on the morning of January 13. The workshop will continue until the closing session at 12:30 p.m. on January 15. Naturally, all expenses incurred by the participants will be taken care of by the project. As a matter of fact, one of our closing sessions involves reimbursement procedures.

The spring field experience will occur in the respective divisions, beginning around the middle of March and ending around the middle of

May. The participants will, of course, receive undergraduate or graduate credit (EDVT 4980) for their work in the project. They will be expected to involve 30 hours at a minimum in the field experience. Again, all expenses such as registration and tuition will be handled by the project.

We would please ask that your decision to participate or not reach our office no later than December 20, 1976. I would prefer that a letter be sent to me at 314 Lane Hall, VPI & SU, Blacksburg, Va. 24061. If a phone call is necessary, I may be reached at 951-6830.

Thank-you for your assistance in helping to make our project a success.

Sincerely,

Nanette

Nanette Pais
Workshop Coordinator

NP/na

Enclosure